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ABSTRACT

Presented are resource guidelines in recreation and physical activities for day care center educational programs. Seven monthly themes are discussed in terms of motor development, creative arts and crafts, games, music and rhythmics, communication, problem solving, relaxation, and drama, where applicable. The goals of self awareness are knowledge of body parts, how body parts move, and ability to move in many directions in space. Objectives of health and grooming are care for one's own body, improvement of personal appearance, and responsibility for personal safety. The unit on self control is designed to develop the ability to respond to rules and authority, to respond to peer group controls, to control self, and to express feelings accurately. Instruction in socialization and human relations emphasizes group membership, good manners, courtesy, social amenities, and respect for self and others. Development of vocational aptitude focuses on good work habits, ability to do simple chores, producing things with hands, and handling money wisely. Objectives of citizenship education are good citizen and community helper, ability to function in emergency, making use of community resources, and community mobility. The last unit concerns outdoor recreation, being outdoors, demonstrating skills, and knowing community resources. (CB)

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RESOURCE GUIDE FOR DAY CARE CENTERS IN RECREATION AND PHYSICAL ACTIVITIES

PREPARED BY:

UNIVERSITY OF KENTUCKY REGIONAL SPECIAL EDUCATI
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AND
MOBILE RECREATION AND PHYSICAL EDUCATION PROJEC

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RESOURCE GUIDE FOR DAY CARE CENTERS IN RECREATION AND PHYSICAL ACTIVITIES

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PREFACE

This Resource Guide in Recreation and Physical Activities for Day Care Centers is a seven part guide which will be concerned with the following monthly themes:

I. Self Awareness
II. Health
III. Self-Control
IV. Socialization
V. Civic Responsibility
VI. Vocation
VII. Outdoor Education

To explore these seven theme areas we will use the following nine methods or cross dynamics:

1. Motor Development
2. Arts and Crafts (Creative)
3. Games
4. Music and Rhythmics
5. Communication (listening, talking, gestures)
6. Problem Solving
7. Relaxation
8. Special
9. Drama

The methods will be color coded so that each method area can be easily found in the loose leaf notebook.

We believe the Resource Guide will be comprehensive enough and arranged so that the Day Care Center staff can "plug" a child in at the appropriate level of competence.

The guide as written could be used as a core program (the whole learning experience built around the recreation and physical activities program) or as a program in this area for varying lesser blocks of time.

We are dependent on your assistance to make this project work. Your initiating and your skills as an innovator will be called into play many times during this program. Above all, you must let us know what works and what does not work; what is good and what is not so good and your own ideas of how things are done in the area of the Day Care Center.

ACKNOWLEDGEMENTS

The efforts of many persons are needed to make a comprehensive guide such as this a reality.

The Mobile Recreation and Physical Education Unit's consultants for this project, Dr. Dorothy Carr, Assistant Director of Special Education, Los Angeles City Unified School District; Dr. Dorothy Harkins, Associate Professor, Physical Education Department, Eastern Kentucky University; and Dr. Julian Stein, Consultant, Programs for the Handicapped, American Association for Health, Physical Education and Recreation, Washington, D.C., worked many long hours in the two planning conferences to develop the outline and the themes, cross dynamics and needs of the child.

We are most indebted to Marge Allen, Director of Training, Blue Grass Association for Mental Retardation; and Dorothy Bertram, Mental Retardation Representative, Comprehensive Care Center, Glasgow, who attended our planning conferences and gave us the Day Care Center view of what we were proposing.

The actual preparation of the guide was done by the University of Kentucky Regional Special Education Instructional Materials Center under the supervision of Harvey Schneider. However, Miss Marie Gutjahr, graduate assistant at the IMC did the researching for the guide and the bulk of the actual writing.

We would also like to take this opportunity to acknowledge the continued efforts in our behalf of Melville J. Appell, Coordinator, Projects & Program, Research Branch, Bureau of Education for the Handicapped, Washington, D.C., and our Project Officer. His leadership and continued assistance to this Project has been invaluable.

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Monthly Theme: Self Awareness

Method: Motor Development

NEED	ACTIV
1. Knowledge of body parts	a. Mirror Activ Students sta learn to rec taught to fe the mirror a parts. b. Responding t Teacher asks himself
2. How do the body parts move	a. Arms and han 1. grasping 2. ball thr 3. paper th 4. beanbag 5. ring tos b. Leg movement 1. walking 2. skipping 3. running 4. ball kic

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pment

ACTIVITIES

a. Mirror Activities
Students stand in front of mirror and learn to recognize himself. He is then taught to feel himself while watching the mirror and seeing and names the body parts.

b. Responding to questions
Teacher asks the child questions about himself

ve

a. Arms and hands
   1. grasping different textures
   2. ball throwing
   3. paper throwing
   4. beanbag toss
   5. ring toss games

b. Leg movement
   1. walking
   2. skipping
   3. running
   4. ball kicking

Resources:

Valett, Robert E., The Remediation of Learning Disabilities, Fearon Publi
1968. $12.00 (IMC #97-0001-01-01)

3. Ability to move in many directions in space

a. On the f
1. roll
mann
a.

b.

2. simp
3. teac
and
4. craw
smoo
-thr
foll
cour

NOTE:
a
a
r
a

b. In an up
1. teac
with
2. teac

, *The Remediation of Learning Disabilities*, Fearon Publishers, Inc., California,
2.00 (IMC #97-0001-01-01)

e in many
space

a. On the floor
   1. rolling one's body in a controlled manner
      a. lie on back with hands over your head and feet together. Slowly roll to each side and back; do this several times at different speeds.
      b. put one hand over your head and the other by your side. Roll right 4 times, roll left 2 times. (Exchange hands and repeat)
   2. simple somersaults
   3. teach pupils to squat and clasp knees and rool to right and left.
   4. crawling on hands and knees in a smooth and coordinated way.
      -through cardboard boxes, under chairs, following a color coordinated obstacle course.

   NOTE: For a change, have pupils do these activities on different surfaces such as rolling on mats, rolling in the grass, rolling up and down a grassy incline if at all possible.

b. In an upright position
   1. teaching to sit erect in normal position without constant reminding
   2. teaching to walk erect without support

a. barefoot walk on different surfaces.
b. forward walk (on a path to a goal, and up and down steps)
c. backward walk
d. walking sideways
e. variations such as to march music, on tiptoe, with arms out at sides, etc. Walking over the trampoline or air matress
f. walking like different animals (ex. rooster, bear, elephant, duck)

3. teaching to run
   a. running in place
   b. timed run in place
   c. aisle run
      (run up and down aisle without falling while being timed)
   d. three-legged race (partners tie "middle leg" together)
   e. sprinting
   f. endurance running
4. teaching to jump simple obstacles without falling
   a. children face a partner, hold hands and jump together
   b. jumping line - children jump back and forth over a line
   c. jumping in and out of tires
   d. playing hopscotch
   e. jumping rope
5. teaching to skip
   a. line skipping
   b. skipping around in a circle
      (to slow music, then faster music)
   c. skipping rope
   d. circle games for skipping: "Ring Around the Rosie," "Farmer in the Dell"

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Monthly Theme: Self Awareness

Method: Arts & Crafts

NEED

1. Knowledge of body parts

ACTIVIT

a. Draw a perso
(using penci
using paint)
b. Play dough
Use play dou
After the ch
the clay to
the body, he
eyes, and ea
from clay an
c. Sand drawing
Have child d
name body pa
d. Mosaics
On a heavy s
draws a pict
colored rice
person color
for various
e. Balloon Craf
Make a perso
long ones) b
The face and

areness

Crafts

rts

ACTIVITIES

a. Draw a person
   (using pencil, using crayon, using chalk, using paint)

b. Play dough
   Use play dough or clay to make a person. After the children have rolled and pounded the clay to make it easier to use, form the body, head, arms, and legs; (the nose, eyes, and ears can be added by making them from clay and putting them in place.)

c. Sand drawing
   Have child draw people in the sand and name body parts.

d. Mosaics
   On a heavy sheet of cardboard, the child draws a picture of a person and then glues colored rice within the lines to make the person colorful (or using different colors for various body parts).

e. Balloon Craft
   Make a person from blown-up balloons (the long ones) by twisting the balloons together. The face and hair can be painted on.

f. Puppetry
Paper bag pupp
Hand puppets
Glove puppets

g. Collages
Have the child
people and put
collage for th
child can make
cutting pictur
people and bod

h. Paper bag mask
Use paper bags

i. Life-sized pap
Allow the chil
of paper while
them. The chi
paper doll and
be used as pup
going to be pr

j. Make a puzzle
Using a pictur
magazine or a
glue the pictu
The picture is
jigsaw-like pi
parts and join

Suggested Resources:

1. Boston Children's Medical Center and Gregg, Elizabeth, What to Do When "The
Delacorte Press, New York, 1968. $3.95 (IMC #69-0018-01-01)

2. Jagendorf, Moritz, Puppets For Beginners, Plays, Inc. Publishers, Boston Ma
(IMC #69-0052-01-01)

3. Schmidt, Alfred, Craft Projects For Slow Learners, The John Day Company, Ne
(IMC #01-0155-01-01)

f. Puppetry
Paper bag puppets
Hand puppets
Glove puppets

g. Collages
Have the children draw pictures of people and put them together to make a collage for the center wall or each child can make an individual collage by cutting pictures from a magazine using people and body parts.

h. Paper bag masks
Use paper bags to make Halloween masks.

i. Life-sized paper dolls
Allow the children to lie on a piece of paper while other children draw around them. The children can then color their paper doll and color in the face. May then be used as puppets if a dramatic play is going to be presented.

j. Make a puzzle
Using a picture of a person from the magazine or a picture the child has drawn, glue the picture to a piece of cardboard. The picture is then cut-up to make the jigsaw-like picture for identifying body parts and joining of body parts.

dical Center and Gregg, Elizabeth, What to Do When "There's Nothing To Do",
ss, New York, 1968. $3.95 (IMC #69-0018-01-01)

uppets For Beginners, Plays, Inc. Publishers, Boston Mass., 1952. $3.95
-01-01)

ft Projects For Slow Learners, The John Day Company, New York, 1968, $4.50
-01-01)

2. How do the body parts move

a. Puppetry
Making hand pu
puppets

b. Marionettes
(1) made from
(2) made from
(3) made from

3. Ability to move in many directions in space

s move

any

a. Puppetry
   Making hand puppets and glove puppets
b. Marionettes
   (1) made from old dolls (especially rag dolls)
   (2) made from clothesline and a box
   (3) made from cardboard

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October Theme: Self Awareness

Method: Games

NEED

1. Knowledge of body parts

a. Walk
b. "Hea
toes
part
retu
c. "Hok
d. "Ang
e. "Jum

2. How do body parts move

a. Arm
Stan
move
moti
moti
b. Clim
Stan
rais
each
c. Dryi
Stan
Shak
stan
d. Sway
Sta
to
move
a t

lf Awareness

mes

ACTIVITIES

y parts

a. Walking on toes
b. "Head, shoulders, knees and toes" (stand tall, touch each part of the body mentioned and return to starting position)
c. "Hokey Pokey"
d. "Angels in the Snow"
e. "Jumping Jack"

s move

a. Arm Circling
   Stand tall, extend arms sideward, move arms forward in a circular motion. Reverse circles and continue motion. Vary size of the circles.
b. Climbing Mountains
   Stand tall, take high steps, knees raised high, straightening knees after each step.
c. Drying Feet
   Stand on one foot, hands on hips. Shake other foot vigorously. Repeat, standing on opposite foot.
d. Swaying Trees
   Start with feet apart and arms sideward to imitate branches. Then make a circular movement of upper body trunk to imitate a tree swaying in the wind.

3. To have ability to move in many directions in space

a. Sack-in-t
Sit on he
stuffed i
air and l

b. Pop Corn
Stand tal
begin to
then left
pop furio

c. Jack Be N
An object
inches hi
represent
"Jack be
Jack be c
Jack jump

Variation
while the
Have the
the stick
Use a rel
the rhyme
stick. R

d. Skip Tag
All playe
player sk
circle an
tagged sk
reaches t
and the c

e. Bull in t
All playe
one perso
and atten
players a

ove in many

a. Sack-in-the box
Sit on heels, head tucked as if being stuffed in a box. Spring high in the air and land on toes.

b. Pop Corn
Stand tall. As the pan gets hot, begin to pop. Lift up our right foot, then left. Suddenly the pan is so hot, pop furiously and run quickly into place.

c. Jack Be Nimble
An object(s) between six and eight inches high is placed on the floor to represent a candle, repeating the rhyme:
"Jack be nimble,
Jack be quick.
Jack jump over the candlestick"

Variations: Each row may run separately while the other players repeat the rhyme. Have the children practice jumping over the sticks making sure both feet are together. Use a relay to see which row can complete the rhyme without knocking over the candlestick. Raise sticks.

d. Skip Tag
All players but one form a circle. The player skips around the outside of the circle and tags another player.. The player tagged skips after "it" again, but if he reaches the empty place first, he is safe and the other player becomes "it".

e. Bull in the Ring
All players except one forms a circle. That one person gets in the center of the circle and attempts to break out of the ring of players anyway that he can.

f. Jumping Games
Leaping - mar
trying to jum
farther the di
scored.

References:

Special Education Department, Knox County Schools, Guidelines for Physical E
and Educable Mentally Retarded Pupils, Knoxville, Tennessee, 1965 (

ICRH, Diversified Games and Activities of Low Organization for Mentally Reta
Southern Illinois University, NDA (Mobile Unit)

Opie, Children's Games In Street and Playground, Oxford University Press, Lo
IMC #03-0001-01-01)

Sisters of St. Francis of Assisi, Physical Education Curriculum for the Ment
The Cardinal Stritch College, Milwaukee, Wisconsin, 1963 (Mobile

f. *Jumping Games*
Leaping - mark a line having the children trying to jump several distances with the farther the distance, the more points scored.

nt, Knox County Schools, *Guidelines for Physical Education of Trainable*
y Retarded Pupils, Knoxville, Tennessee, 1965 (Mobile Unit)

d Activities of Low Organization for Mentally Retarded Children,
iversity, NDA (Mobile Unit)

Street and Playground, Oxford University Press, London, 1969

Assisi, *Physical Education Curriculum for the Mentally Handicapped*,
College, Milwaukee, Wisconsin, 1963 (Mobile Unit)

MOBILE RECREATION AND PHYSICAL

RESOURCE GUIDE
FOR
DAY CARE CENTERS

Monthly Theme: Self Awareness

Method: Music & Rhythmics

NEED

1. Knowledge of body parts

a.
b.

c.

2. How do the body parts move

a
b
c
d
e
f

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wareness

& Rhythmics

ACTIVITIES

rts

a. "Looby Loo" (Hokey-Pokey)
b. "The Mulberry Bush"
Players all join hands in a circle. As they sing the first verse, they skip round the circle. As other verses are sung, each player drops hands and, while standing in one place, makes the motions described in the tune. After each verse, all players join hands and skip around the circle to continue the song and game.
c. "Where Is My Head"
Have everyone stand in a circle. As each line is sung, the corresponding part of the body is touched. (from p. 108 of Recreation for the Mentally Retarded)

s move

a. Rhythm Band
b. Marching
c. London Bridges
d. Bouncing balls to music
e. Choo-Choo
f. "Row, Row, Row Your Boat"
(sing song and include motions)

g. "She'll B
(sing son

h. Skys Tag
Players s
started (
player is
around th
on the he
tagged ge
while the
floor. T
have beer

3. Ability to move in many directions in space

a. Creative
Teacher
Suggesti
begin by
A part o
discover
fingers,
head, ey
by letti
a certai
children
up to to
dance)

b. Basic fo

c. Group si

d. Musical

e. Music li

Resources:

Canner, Norma, ". . .And A Time To Dance, Beacon Press, Boston, Mass.
(IMC #01-0146-01-01)

g. "She'll Be Coming Round the Mountain"
(sing song and include motion)

h. Skys Tag

Players sit in a circle. The music is started (should be lively music) and one player is chosen to begin by skipping around the room. He then taps a player on the head as he goes by. The one who is tagged gets up and skips around the room, while the one who tagged him leaves the floor. This continues until all the players have been tagged.

irections

a. Creative dance

Teacher may handle this as she wants. Suggestions include having the children begin by standing or sitting in a circle. A part of each period should be spent in discovering movement possibilities of the fingers, hands, feet, legs, arms, elbows, head, eyes, nose, mouth, tongue, and voice, by letting each child show how he can move a certain body part and letting the other children try that movement. Gradually work up to total creative body movement (creative dance)

b. Basic folk dance steps

c. Group singing

d. Musical chairs

e. Music listening

Time To Dance, Beacon Press, Boston, Mass. 1968. $5.95

Resources (continued)

Southern Regional Education Board, Recreation for the Mentally Retarded, Southern Regional Education Board, Atlanta, Georgia, 1964. (IMC #01-0056-01-01)

Sisters of St. Francis of Assisi, Music Curriculum for the Mentally Handicapped, Cardinal Stritch College, Milwaukee, Wisconsin, 1959. (IMC #01-0131-01-01)

Ginglend and Stiles, Music Activities for Retarded Children, Abingdon Press, New York, 1965. $3.50 (IMC #01-0007-01-01)

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Monthly Theme: Self Awareness

Method: Communication

Basic Forms of Communication

I. Listening

1. Have the child see a television program, a short movie, or some picture cards and then ask the child to describe what and whom he has seen and even possibly what was happening.

2. Have the child relate what he saw and/or heard in the film, television program, or the pictures to his life and what is happening in the community.

3. Have the children listen to simple story records and then tell what they heard on those records.

4. Story-time hour to teach the children to listen while someone else is talking.

5. Having the children stand before others to tell of something that happened and then let another child tell of something similar that happened to him or her.

6. Listening to records or tape recordings and then following certain directions.

7. Listening to newscasts and then have the children tell about one item of news they heard.

II. Oral

1. Delivering messages: teacher asks one child to tell another child something. The second child then tells the teacher what the messenger told him. As the children get better at telling messages, the number of messengers may be gradually increased, or the messages might get harder to remember and say.

2. Encouraging Speaking - teacher has several different balls (objects). She might pick-up one of them and tell what it is, its color, its size, its shape, and what it can be used for. She then encourages the children to tell about their ball or object.

3. Telephone Talk - using a toy telephone, encourage the children to talk on the telephone, as well as how to and when to use the telephone.

4. Grab-bag Communication - teacher puts many objects in a bag, and as the children draw them out, they show them to the class and tell them about their object.

5. Relay Communication - teacher divides the class into two teams and each child is given some object. Each child walks to a basket or box and identifies his object before putting it in the box. The first team to have all its objects in the box wins the game.

6. Dramatics - dramatic reading of a poem or nursery rhyme - puppet shows - creative dramatic shows.

7. Singing

III. Written

1. Finger Painting

2. Crayon or pencil drawing

3. Handwriting
   a. printing
   b. formation of words and use of an eraser
   c. formation of sentences
   d. cursive writing

4. Spelling

5. Writing letters

6. Creative writing (writing an original story)

IV. Gestures

1. Courtesy rules

2. Walking like animals

3. Chirades

Resources:

Sisters of St. Fransis of Assisi, Language Arts Curriculum for the Mentally Handicapped, Cardinal Stritch College, Milwaukee, Wisconsin, 1963. (IMC #01-0134-01-01)

MOBILE RECREATION AND PHYSIC

RESOURCE GUI
FOR
DAY CARE CENT

Monthly Theme: Self-Awareness

Method: Problem Solving

NEED

1. Knowledge of body parts

2. How do the body parts move

3. Ability to move in many directions in space

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lving

ove

ACTIVITIES

a. Puzzle Man
Have the child put a jig-saw like puzzle of a man together. This may be a wooden puzzle or a puzzle made from cardboard or construction paper. At a later time this may be done as a race for fun.

b. Rope Man
Giving each child a cetain length of rope, have them make a person or a part of the body from this piece of rope.

a. Giving each child a specific body part, ask them to show how many ways he can move that head, finger, leg, foot, etc.

a. Have each child teach the class some exercise while he or she is showing how one can move his or her body.

MOBILE RECREATION AND PHYSICAL EDUCATION UNIT

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UNIT II

Monthly Theme: Health and Grooming

The needs of the person in this area:

A. Can care for own body
B. Can improve personal appearance
C. Can be responsible for personal safety

This unit has been developed with two sections. The first section deals with teaching methods and is divided into three levels while the second section deals with activities related to cleanliness and grooming; and activities related to indoor and outdoor safety.

NEED:

Can care for own body

Level I

1. Reading stories in health textbooks about sleep and rest.
2. Talking about the amount of time baby sister or brothers sleep.
3. Making pictures showing a child asleep, getting ready for bed, getting up in the morning.
4. Making a clock face showing suitable bedtime hour.
5. Resting during school day by putting heads on the desk or table for five-minute periods while listening to quiet music.

6. Singing songs about sleep and rest.
7. Reading stories about right foods.
8. Learning foods that make good breakfast, lunch, and dinner:
    a. cut pictures of food from magazines
    b. collect samples of food
    c. make models of food from clay or paper
    d. using a flannel board show a good breakfast, lunch, dinner
9. Make pictures of:
    a. foods good for children
    b. shopping with mother to buy good foods
10. Make a classroom store.
11. Keeping height and/or weight records throughout the year.
12. Singing songs about food.
13. Talk about the reasons for washing hands before eating.
14. Talk about what exercise does:
    a. makes you strong
    b. makes you grow
    c. makes you feel good

Level II

1. Talk about the need of sleep and how to relax.
2. Talk about good evening activities: television shows that are relaxing; stories; puzzles; music; table games.
3. Matching names of vegetables and fruits with models.
4. Dramatizing
    a. shopping with mother
    b. a picnic
    c. choosing lunch or dinner from a menu or cafeteria
5. Use a chart or pictures to illustrate daily routines. Show where clothes are to be put and the correct procedures for putting them there.

6. Discuss social and health reasons for washing, brushing teeth, cleaning nails, combing hair, and having clean clothes and handkerchiefs. Cut out pictures of proper clothing to use for different activities and seasons and discuss health reasons for each choice.
7. Show the students how important good food is and that food, water, and sunlight are needed for growth by depriving similar plants of a different one of these essentials and supplying one plant with all the required needs.

Level III

1. Discuss the relationships among good posture, healthy skin, hair, teeth, eyes, and nails; and such factors as diet, exercise, rest, general health status, social acceptance, economic success, and self confidence.
2. Talk about the source from which foods come: fruits, milk products, meat, poultry, fish, eggs, vegetables, breads and cereals.
3. Concepts related to the role of food in growth and development:
taller each year, fat and slender, good teeth and cavities, healthy and sick, clear skin and acne (only for those approaching adolescence who may have problems of acne.)
4. Number concepts related to food:
    - a. concept of time: using the clock and how long to cook
    - b. concept of amount: big, little, large, small servings of food.
    - c. concept of measurement: teaspoon, tablespoon, pint, quart, gallon.

5. Health practices in relation to cleanliness of clothes.

NEED:

Can improve looks

Level I

1. Reading stories about functions and care of teeth in health books and discussing them.
2. Practicing proper brushing methods
    a. demonstrate with model
    b. practice proper movement with finger pretending to brush teeth (finger should be on outside of cheek)
3. Talking about what foods build strong teeth.
4. Learning to eat foods which build strong teeth.
5. Talking about the dentist and how he helps us.
6. Practicing how to wash hands and face and dry them.
7. Keeping a doll in the classroom and show how the doll should be dressed that day for looks and for the weather.
8. Toilet training and use of the bathroom.
9. Standing tall and walking tall
10. Learning how to blow nose.

Level II

1. Discussing reasons why we should not put objects in our mouth or take bites of food from someone else.
2. Using songs, stories, charts, and pictures, get pupil to discuss when to clean teeth, how teeth help us che food and affect our appearance and speech, how tooth cleanliness makes one look and feel and how it may prevent decay, why teeth decay and how tooth decay affects our health, and how to protect teeth.
3. Discussing how to use bathrooms in a sanitary manner.
    a. sanitary manner
    b. flush toilet after use
    c. wash hands
    d. place paper towel in proper receptacle

  - e. keep wash basin clean
  - f. use toilet paper only for its proper use
4. Proper dressing:
  - a. for weather
  - b. for activity
  - c. using colors that look good together
5. Good posture
  -sitting, standing, walking

Level III

1. Good manners at the meal table
  - a. use of napkin and utensils
  - b. use of "please" and "thank you"
  - c. use of small bites and chewing with the mouth closed.
2. Good posture and exercise for good muscles and to maintain proper weight level.
3. Dressing for the occassion
4. Need to bathe daily
5. Hair and nail care
6. Effect of acne (for those suffering from it)
7. Social mores dealing with sex (for those adolesents knowing something about sex education and those old enough to learn who don't know about it)
8. Reasons for cleanliness
  1. Of our clothes
  2. Of ourselves
  3. Of our living area

NEED:

Can be responsible for personal safety

Level I

1. Practice giving full name and address when asked by teacher.
2. Practicing how to sit on chairs correctly.
3. Discuss meaning of traffic light and signs: "red means stop" "green means go"
4. Discussing and practicing proper use of drinking fountain.

5. Discussing importance of keeping hands and head inside when riding on bus, on streetcar, or in automobile.
6. Naming and discussing people who can help you when you get hurt or lost.
7. Avoid taking rides from "strangers".

Level II

1. Knowledge of safety practices -
    a. at school
    b. at home
    c. on playground
    d. on a bicycle
    e. when swimming and fishing
2. Need to put toys away
3. Learn how to report an accident or a fire.
4. Learning ways to prevent accidents
    a. drownings
    b. fires
    c. those involving bicycles
5. Recognition and understanding of printed words and signs related to safety.
    a. poison, danger, warning
    b. walk, wait, stop, go
    c. keep out

Level III

1. Students should understand the importance and necessity of family life, the roles played by various members of the family, and the need for working together.
    1. list ways in which the health of various members of the family affects the happiness in the home.
    2. have pupils draw up a code of behavior to observe when they have colds.
2. Learn simple first-aid practices and careing for an injured person.

SUGGESTED ACTIVITIES TO MEET THESE "HEALTH AND GROOMING" NEEDS

Motivational Activities

I. Related to Eating
  - A. Grocery Store
    1. Unpacking boxes of groceries to learn to match like kinds of food.
    2. Bringing empty cans and boxes from home to match those in the schoolroom grocery.
    3. Practice in keeping the store neat and clean.
    4. Matching printed words with labels on cans and practice in going shopping.
    5. Learning to select foods for a meal.
  - B. Making a notebook of "Foods for Good Health" involves: (1) looking for pictures, (2) cutting out the pictures, (3) pasting, (4) printing the right name under each picture.
  - C. Field Trips
    to learn who are the community helpers and how food gets from farms to the stores.
    (Trips to a bakery, dairy farm, egg hatchery, canning factory).

II. Related to Cleanliness and Grooming
  - A. Morning Inspection
  - B. Notebook on "Clothing and Weather"

III. Related to Indoor and Outdoor Safety
  - A. Bulletin Boards
    - to remind people of non-safe items
    - to remind people of what are poison items
    - showing how accidents are caused

B. Notebook on Prevention of Accidents
   - showing the "do's and dont's"

Language Development

For All Areas:

A. Class discussion

B. Listening to poems and stories
   (examples in Taylor/Sherrill A Health-Centered Core Curriculum: eating pp. 34-38; cleanliness pp. 65-68; safety pp. 87-88)

Arts and Crafts

I. Related to Eating

- A. Free hand drawing
  - drawing various fruit trees such as apple trees, orange trees, peach trees
- B. Paper-Plate Clock
  - each child makes his own clock by cutting out two strips of colored paper to be used as the hands of a clock. Attach hands to center of plate with a brad, paper clip, or some other device. Then use a crayon to mark the numbers in their proper place.
- C. Bowl of Fruit
  - (1) from paper - if colored paper is used, a basket is cut from brown paper and each child makes one or several pieces of fruit and pastes them on to the basket.
  - (2) from clay - if clay is used, a basket may be made from a box, and as each child completes his clay fruit it may be placed in this new basket.
- D. Dried Rice Mosaics of Fruit -
  the teacher may use food coloring to dye rice various colors. Each child is given a piece of cardboard and draws one or more pieces of fruit on the cardboard and then selects the right color of rice to glue on his picture.

II. Related to Cleanliness and Grooming
  A. Clay Modeling
    creating three dimensional models of the human body and its parts.
  B. Notebooks
    collecting pictures of people, what they eat, what they wear, and where they live and play.
  C. Making Puzzles
    pictures of people, their clothes, and their food may be pasted onto cardboard and they cut into several pieces. Children may then try to work the others' puzzles.

III. Related to Indoor and Outdoor Safety
  A. Milk Carton Traffic Lights
    Have the children save their milk cartons. They then may be painted red, yellow, and green and fastened together with string so as to learn what the traffic light means.
  B. Cardboard Traffic Signs
    Have the children make the various signs such as: railroad, stop, yield, school, children playing, animal crossing, and then use these signs to learn safety rules on the street.
  C. Making Posters
    Posters may be made to show others safety rules as well as how to dress for different weather.

Music

I. Related to Food and Eating
  A. "Farmer in the dell"
  B. Variations on: "The Mulberry Bush"
    Here we go round the mulberry bush,
    the mulberry bush, the mulberry bush,
    Here we go round the mulberry bush,
    So early in the morning.

(2) This is the way we eat our soup
(3) This is the way we cut our meat
(4) This is the way we drink our milk
(5) This is the way we chew our our food

II. Related to Cleanliness and Grooming
A. Variations of "The Mulberry Bush"
(1) This is the way we wash our face
(2) This is the way we wash our hands
(3) This is the way we brush our teeth
(4) This is the way we comb our hair
(5) This is the way we tie our shoes
(6) This is the way we button our coat
B. "Head - Shoulders - Knees and Toes"
Head-shoulders-knees and toes,
knees and toes.
Eyes and ears and mouth and nose.
Head - shoulders - knees and toes,
knees and toes.

III. Related to Safety
(Refer to pp. 90-91 of Taylor's A Health-Centered Core Curriculum for Educationally Handicapped Children)

Motor Development and Exercises

I. Related to Eating
A. Exploring Shapes
1. Can you make your feet take you around the floor in a big circle?
2. What are some foods that are round and look like circles?
Grapefruit
Oranges
Apples
Head Lettuce
Grapes
Cherries
Peas
Peanuts

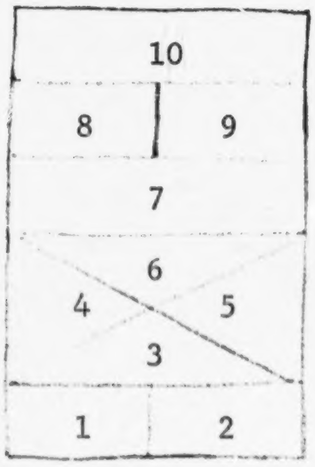
3. Can you trace a big circle with your finger on the floor? Can you make a little circle like a grape on the floor?
4. Can you make your whole body round like an orange? If we drop an orange on the floor what would happen? Good everyone is rolling over and over.
5. What are some foods that are long and thin and look like rectangles?
    - Bananas
    - Corn on cob
    - Slice of bacon
    - Spaghetti
    - String beans
    - Carrots
    - Stick of butter
    - Celery
6. Can you make your whole body long and thin like a slice of bacon? Show me what happens to a slice of bacon when it's frying. Does frying make bacon larger or smaller? That's right, it gets smaller, so we all get smaller.

B. Balancing objects on Head

1. How many different objects can you balance on your head as you move across the room?
    - Empty milk cartons
    - Empty food cans of different sizes
    - Cereal boxes of different sizes
    - Potato
    - Orange
    - Banana
2. Can you keep the object on your head while you step over obstacles on the floor?
3. Can you play tag with two or three other persons who also have objects balances on their heads?
4. Can you balance objects on other parts of your body such as your hand or finger?

C. Hopscotch Using Pictures of Food on the Floor

Court dimensions:
Length: 10-12 feet
Width: 30-36 inches

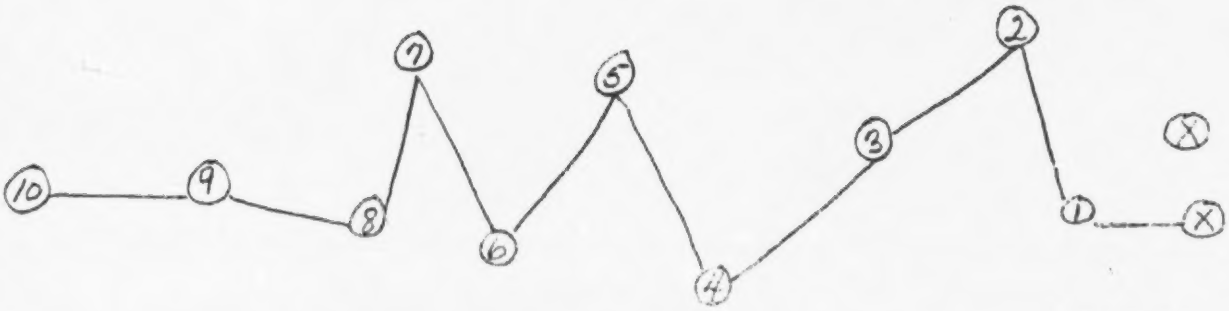


In each block goes a picture of some differnt foods the children have been studying.

May be drawn on the floor with chalk or marked off with tape. Pictures may be drawn in or cut out of magazines and taped down.

II. Related to Cleanliness and Grooming
  A. To develop dynamic balance
    1. Walking in a heel-toe fashion along a painted line. (use birght colored tape to mark the line)
    2. Walking a low balance beam with one foot on and one foot off; with both feet on.
    3. Leaping from one "stepping stone" to another without loosing your balance.

Circles = 8½" diameter



Ⓧ = Starting Circle

18" from X to circle
25" between other circles

Note: distances between circles varies with individual ability - start out close and gradually increase the distance. The pattern may also vary once this one is learned.

B. To Develop Static Balance
   1. Stand erect and motionless with the sole of one foot against the knee of your other leg. How long can you do this?
   2. Stand bent at the waist and motionless with one leg extended backward and held high in the air. How long can you do this? Now make your arms go round like airplane propellers while standing like this.

C. To develop arm and shoulder strength
   1. Tug of war - if you hold onto one end of this towel and I hold onto the other end, can you pull me over this line marked on the floor? (Avoid using ropes as they may burn the hands).
   2. Wheelbarrow-walk - if I hold your feet, can you walk on your hands?

3. Seal walk - can you walk on your hands and let your feet drag on the floor like a tail?

D. To develop Back Strength

1. Trained Seal Position - can you lie on your stomach and raise up on your hands so your head, shoulders, and chest are off the floor and hold this position like a trained seal balancing a ball on his nose?
2. Swan Position - can you lie on your stomach and lift both your head and your feet off the floor and hold this position in the air?
3. Locomotor Activities - how far can you hop, skip, or run?

Note: It is important to realize that some or all of your students may not have seen the animals mentioned and it would then be necessary to have pictures of these animals to show the students. These labels have been used to help the teachers associate the positions of the activities so they might show their students how these activities are performed.

III. Related to Indoor and Outdoor Safety

A. Jumping from Heights

1. Set up an inclined board having them walk up and jump off - Stress that it is better to land with the feet apart to gain balance. Also, it is better to land with the hips, knees, and ankles bent.
2. Jump forward five times like a grasshopper
3. Jump over a rope at different heights
4. Jump up onto a box
5. Jump down off of a box
6. Jump rope

B. Falling

Teach that there are different ways of falling and some ways are safer than others. Falling does not hurt much when we land on the more heavily padded parts of the body like hips and shoulders.

C. Lifting and Carrying Heavy Objects

What is the heaviest thing you have ever lifted? What is the best way to lift something that is heavy? That's right, bending the hips, knees and ankles is better than just bending the hips.

D. Pushing Heavy Objects

Have you ever tried pushing a heavy chair across the room? Is it best to put your hands near the top or the middle. That's right, near the middle. Do you lean toward or away from it? That's right you lean toward it and have one foot slightly ahead of the other. Let's put our chairs on this line. Now stand behind your chair. Who can push his chair to the wall and back again the fastest?

Games

I. Related to Eating

A. Potato Tag

Objective: This game may be played with any fresh or artificial fruits and vegetables the children have learned about.

Formation: Scattered

Directions: This game is played like regular tag except that "it" carries a "potato" with him. Whenever he tags another child, he gives the "potato" to the new "it".

B. Upset the Breakfast Table

(A variation of Upset The Fruit Basket)

Objective: This game may be played during the days that the children are learning to identify breakfast foods.

Formation: Children seated on chairs arranged in a circle, one person standing in the middle. Therefore, you have one less chair than children.

Directions: The teacher assigns every child the name of a breakfast food. The child in the middle calls out two foods like "milk" and "eggs". The two children who have these names try to exchange places before "it" can get one of their chairs. The child left without a chair becomes the new "it".

II. Related to Cleanliness and Grooming
- A. Leaping relays
- B. Hopping relays

to gain skill in the dynamic balance skills mentioned earlier.

III. Related to Indoor and Outdoor Safety
- A. Red Light, Green Light

Objective: In this game the children practice stopping and starting in response to the verbal cues, "Red Light" and "Green Light."

Formation: One long single line with a leader or teacher standing in front of the group. A base line to run toward about fifty feet away from the starting line.

Directions: When the teacher calls, Green Light, the children run as fast as they can toward the base line. When the teacher says "Red Light", the children must stop and pretend to be stone statues. The player who touches the baseline first is the winner and becomes the person to give out the signals during the next game.

Variations: Rather than running, you might use skipping or hopping.

B. "Policeman, May I?" (A variation of Mother, May I?)

Objective: This game may be played after a discussion of the policeman and how he helps us.

Formation: One long single line with the teacher or a child acting as the policeman and standing in front of the group. A base or finish line about fifty feet away from the starting line.

Directions: The policeman says to each child in turn, "You may take (blank) number of (giant) steps." Instead of "giant" steps, he may use baby steps or any other variation. Before he can move, the child must ask, "Policeman, may I." If he forgets to ask this question, the penalty is to go back to the starting line. The child who reaches the finish line first is the winner and becomes the new policeman.

Drama

For All Needs:

Little skits might be prepared to show grocery shopping to show setting the table and eating a meal, to show good safety practices, and to show the right way to dress for different kinds of weather.
If puppets have been made, it would be good to them to show these principals.

Problem Solving

The teacher might assign a certain means (such as art, drama, music, or games) or let the children use their own means of solving some of the following questions or problems:

1. How do I dress for different weather?
2. What happens if we don't brush our teeth?
3. Why do you take a bath and wash your hands?
4. How important is the way I dress?
5. What is the best way to sit? to stand?
6. How can we all get along better with our brothers, sisters, and friends?

*7. How can I make dates, and what can I do on them?

*8. How do I dress on a date?

*For use with the adolescent age students.

Miscellaneous Practical Experiences

I. Related to Eating
  A. Measuring heights and weights
  B. Plan a meal with the students

II. Related to Cleanliness
  A. Learning to use the handkerchief
  B. Practice in brushing teeth
  C. Practice in shoe tying

III. Related to Safety
  A. Using a telephone to report accidents

Resources:

Ginglend, David R., Music Activities for Retarded Children (IMC #01-0007-01-01)

Resources - Continued

Taylor, Z. Ann and Sherrill, Claudine, A Health-Centered Core Curriculum for Educationally Handicapped Children (IMC #01-0201-01-01 and Mobile Unit)

Van Dalen, Deobold B., Health and Safety Education, Center for Applied Research in Education, Inc., Washington, D.C.

Carlson, Bernice W. and Ginglend, David R.
Play Activities for the Retarded Child (IMC #01-0026-01-03)

Unit II Health and Grooming - Resources Available

1. Road Signs (IMC #68-0010-02-01)
120 authentic road signs in true color and shape usable for teaching safety.

2. All About Me-Boy's Book (IMC #68-0011-01-02)
A workbook at elementary level designed to teach facts about body and appreciation of self as well as concepts of home and good living habits.

3. All About Me - Girl's Book (IMC #68-0011-02-01)
A workbook at elementary level designed to teach facts about body and appreciation of self as well as concepts of home and good living habits.

4. Building A Strong Body (IMC #68-0015-01-01)
A one-semester health-science workbook for non-academic high school students in special programs. Emphasis on sleep, daily work schedule, recreation, care of teeth, alcohol, and tobacco.

5. Facts About Sex for Exceptional Youth (IMC #68-0019-01-01)
A book about sex written primarily for adolescents and young adults who are handicapped. A brief book limited to the physical facts of sex.

6. Let's Find Out What The Signs Say (IMC #68-0018-01-01)
Presents of variety of signs and symbols for use with elementary school children.

7. What's Happening To Me? (IMC #68-0021-02-02)
A frank discussion of the physical, mental, and emotional changes in the boy and girl from ages 12 to 15. A more advances book.

8. How Babies Are Born (IMC #68-0022-01-01)
A more advanced book to be used by the parent with the child who begins to ask questions about sex.

9. Your Wonderful Body (IMC #68-0024-01-01)
A beginning science book teaching the child about his body.

10. The True Book Of Your Body And You (IMC #68-0027-01-01)
An introductory book presenting an introduction to the structure of boxes, muscles, nerves, blood vessles, heart & lungs.

11. The True Book Of Health (IMC #68-0027-02-01)
Covers good health habits and simple safety rules on an elementary level.

12. Teaching Children Through Unfinished Stories (IMC #81-0012-01-01 through 81-0012-04-01)
In these four records, values, safety, good manners, and behavior are developed in early and upper elementary age children. Teacher's guide with story commentaries and discussion questions included with each.

13. Good Health Charts (IMC #85-0001-01-01 through 85-0001-02-01)
Two sets of line drawing with printed captions depict habits and attitudes desirable for young children.

14. Twelve Good Health Pictures (IMC #85-0001--3-01)
These drawings are full color 9x12 charts serving as pictorial lessons to develop good health habits.

15. Safety Charts - Set I (IMC #85-0003-01-01)
Twenty charts of various colors stress safety on the street, bus and out doors through the use of stick figure illustrations. Aids development of elementary concepts.

16. Safety Charts - Set II (IMC #85-0003-02-01)
Twenty charts use line drawings and stick figures with clear, concise slogans to stress safety in everyday outdoor situations.

17. Keeping Clean and Neat (IMC #85-0004-01-01)
Six picture charts illustrate general aspects of health, good health habits and personal cleanliness to young children. Word cards name the various activities as brushing teeth and identify parts of the body.

18. Health For All (IMC #85-0026-01-01)
Sixteen large color charts stimulate discussion and promote health and safety understandings at a kindergarten level. Discussion guides on picture backs. Teacher's resource book included.

MOBILE RECREATION AND PHYSICAL EDUCATION UNIT

RESOURCE GUIDE
FOR
DAY CARE CENTERS

UNIT III

Monthly Theme: Self Control

Method:

This unit is designed so as to be a review unit for those needing review of the skills presented within the first two units as well as a third unit in continuing the sequential units. The major emphasis of this unit deals with self-control.

The needs of the person in this area are:

1. Ability to respond to rules and authority
2. Ability to respond to peer group controls
3. Ability to control self
4. Ability to express feelings accurately

Within all these activities the student must learn that success depends on his or her listening to what the teacher says, as adults must listen to rules.

I. Motor Perceptual Skills *

A. Identification of body parts

general purpose:

Body awareness is important in the development of the student's self concept as well as in coordination. As he learns to name his body parts, he is developing language skills, and by knowing the precise location of each part while being able to touch it without looking at it gives him security in his concept of himself in space.

Suggested directions to the students	Directions for teachers
(1) Watch me and listen. Using both your hands, touch the parts of your body I tell you to touch and then tell me what you are touching. For example, if I say touch your shoulders, then you put your hands on your shoulders and say "my shoulders." Now - a. touch your shoulders b. touch your hips c. touch your head d. touch your ankles e. touch your ears f. touch your toes g. touch your eyes h. touch your elbows i. touch your knees	(1) Stand in front of the children while giving the suggested directions to the students. Do the actions with the students at first.

(2) Now, as I tell you parts of your body, I want you to just touch them.

(2) Do not demonstrate the actions and mix the order of the body parts. Notice those students who after a few tries have trouble touching the specific body parts. With these students, more practice is necessary on the above activity.

Games:

a. "Head, Shoulders, Knees, and Toes"
b. "Simon Says"

B. Imitation of Movement

general purpose:

Imitating simple arm and leg movements enables the students to follow directions, to show control of body limbs, and the ability to translate a visual pattern into a motor pattern.

Directions to the Student

(1) Stand where you have plenty of room to spread your arms out wide and not touch anyone or anything.

(2) Look at me and do as I do.

Directions for Teachers

(1) Stand facing your students. Be sure all of them can see you and your movements.

(2) Demonstrate the following movements. Do not talk. The students are to copy what they see without verbal instructions.

a. Stand erect, arms at sides and feet together. Extend the right arm. Return to starting position after each.
b. Extend right foot
c. Extend right arm and right foot
d. Extend left arm
e. Extend left foot
f. Extend left arm and left foot
g. Extend right arm and left foot
h. Extend left arm and right foot

C. Bean Bag Activities
general purpose:

Throwing the bean bag requires the child to fix attention on a target. When catching a bean bag, he must follow the moving bean bag with his eyes. He learns to use his eyes and hands as a team. In doing this, he is required to use body control and also to make space judgement.

Directions to the Student	Directions to the Teacher
(1) You do the same thing with your bean bag as I do with mine.	(1) Give each child a bean bag. Stand so each child can see you demonstrate actions:
a. Toss and catch your bean bag. Use both hands. Use one hand.	a. Toss bean bag upward using both hands. Catch. Toss bean bag upward using one hand. Catch.
b. Toss your bean bag from one hand to the other. Close your eyes and do it.	b. Toss bean bag from one outstretched hand to the other. After the students are proficient, have them do it with eyes closed.

(2) Toss the bean bag to your partner. He will toss it back to you. Toss it like this.	(2) Children play toss and catch the bean bag. Partners are facing with about four feet between them. Have them toss the bean bag with an underarm movement. Demonstrate.
(3) Step up to the line. Lean forward like this - with one foot in front. Look at the target. Toss the bean bag into the target.	(3) Make a mark on the floor four feet from a given target (such as a wastepaper basket, a box, or a clown face made from cardboard with the mouth cut out.) Demonstrate how to walk up to the line leaning forward on front foot. Look at the target, then toss the bean bag into it.

Games:

a. relays (nice to offer a reward - colored ribbons, etc.)
b. hot potato
c. hop scotch

D. Ball Activities
general purpose:

Throwing the ball requires the child to fix attention on a target. When catching a ball, he must follow the moving ball with his eyes. He learns to use his eyes and hands as a team. In doing this, he is required to use body control and also to make space judgement.

Directions to the Student	Directions to the Teacher
(1) You do the same thing with your ball as I do with mine.	(1) Stand where each child can see you. Do each activity with the children. Many opportunities must be provided for practicing each of the steps.
a. Hold the ball	a. Hold the ball
b. Move your ball from one hand to the other	b. Move the ball from hand to hand
c. Place your ball on the floor, then pick it up	c. Place the ball on the floor and then pick it up
d. Roll your ball, then go get it	d. Roll the ball and recover it
e. Bounce your ball and catch it	e. Bounce the ball and catch it
f. Toss your ball up in the air. Catch it as it comes down	f. Toss and catch the ball
g. Place your ball on the floor Kick it	g. Kick the ball from a stationary position
(2) You will have a partner to play ball with. Each one now get a partner	(2) Have two children, or you and a child demonstrate. Provide enough time for practicing each step.
a. Hand the ball to your partner. Partner hand it back.	a. Hand the ball to each other.
b. Roll the ball back and forth between partners.	b. Roll the ball between partners.
c. Bounce the ball to your partner. Partner bounce it to you.	c. Bounce the ball to partner four feet away.
d. Toss the ball to your partner. Partner toss it back.	d. Toss the ball to partner four feet away.

Games:

a. relays
b. hot potato
c. basketball horse
    --if no basketball goal is available, a trash can may be set a distance

from a line and either have the students throw the ball into the goal or bounce it into the goal. Each time the student misses, the next letter of the word "horse" is spelled against him. When the student has spelled the word "horse," he is out of the game. Offer a prize or reward for the winner.

* Resource:

Improving Motor-Perceptual Skills, Northwest Regional Educational Laboratory, Portland, Oregon, 1970.
(IMC #03-0033-01-01)

II. Communication

Activity 1 Monkey In The Mirror*

Level: Primary

Scope of the Activity: to give practice in listening

Objective: To be able to show an understanding of the teacher's berbalized directions by making appropriate facial and physical responses.

Activity: give each student or group of students a mirror. Instruct them to look into the mirror and find the "monkey" (or some other animal). Tell the students to listen very carefully and make the monkey do as you say.

Examples:
- Blink eyes
- Wrinkle nose
- Suck in cheeks
- Smile
- Blow
- Stick out tongue

Activity 2 You Must* (Similar to "Simon Says")

Level: Primary

Scope of the Activity: to play a game involving listening

Objective: To be able to listen for instruction with a determining cue by following various directions.

Activity: have the students form a circle around you. Instruct the students to follow only the directions preceded by "you must". Some directions to use:

Walk forward
Bend forward
Jump up
Walk backward
Clap your hands
Hop on one foot
Stand tall
Turn around
Touch your toes
Touch your nose

Activity 3 Treasure Hunt*

Level: Primary

Scope of Activity: To provide an activity where pupils use their listening abilities to follow directions in order to obtain an immediate goal or reward.

Objective: To be able to find the treasure on the basis of the verbal clues given.

Activity: Tell the students that they are going to have a treasure hunt. A student leaves the room and you hide a small reward such as a small packet of M and M's, cookies, or candy, somewhere in the room. You and the class jointly choose a place to hide the treasure. When the student re-enters the room give round-a-bout directional clues to assist him in finding the treasure.

Example: Go to the wall by the flag.
Turn left
Crawl under the next table
Walk to the window

Activity 4 Categorizing Sounds*

Level: Intermediate

Scope of the Activity: To provide students with an awareness of the sounds around them when they are at home, at school and on the street.

Objective: To be able to show an awareness of the sounds in their environment by saying whether they hear each sound at home, at school or on the street, after the teacher provides the sound.

Activity: "Today we are going to listen to sounds that you have heard." Play a recording or perform activities that produce sounds. Have the students identify the sounds. "Now I'm going to mention the sound." (You can also make the sound again.) "You tell me if it is a sound we hear at home, at school or on the street and I'll put it on the chart."

Examples:

Home Sounds	School Sounds	Street Sounds
Water running	Children shouting	Policeman's whistle
Vacuum	School bell	Horns honking
Television	Doors closing	Sirens
Doorbell	Pencils writing	Cars and truck motors
Sweeping	Footsteps in hall	Brakes screeching
Children crying		
Key in lock		
Dishes rattling		

Activity 5 Telephone Manners*

Level: Intermediate

Scope of the Activity: To teach students how to listen

Objective: To be able to demonstrate good listening habits on the telephone by participating in classroom telephone activities in a non-disruptive manner.

Activity: Equip the room with a few play telephones or allow the students to make them (described in the Arts & Crafts section of this unit).

Have the students practice listening to each other's informal conversation or provide simple situations in which the student needs to use the phone.

Example: Call and make a doctor's appointment.
Call the weather bureau
Ask for specific information (train/bus schedules.)
Get a receipe over the phone.
Ask for directions to a specific place.

Emphasize certain elements that are helpful and necessary for good listening, i.e., listening carefully, waiting until the other person has finished speaking before you start.

Activity 6 Listen For Specifics*

Level: Advanced

Scope of the Activity: To have the students listen to a story in order to find answers.

Objective: To be able to respond correctly to written questions after listening to a story read by the teacher.

Activity: Have prepared questions on the board or on mimeographed sheets. Tell the students that they will have to listen very carefully in order to be able to answer the questions, to a story you are going to tell. The students and teacher read the prepared questions together.

Examples: "What was the color of Jack's house?"
"What kind of pet did Jack have?'
"How many people were in Jack's family?"

The students then listen for the information needed to answer these specific questions.

*Resource:

Language Development Activities For The Educable Mentally Retarded, Special Education Curriculum Development Center, Iowa State Department of Public Instruction and The University of Iowa (IMC #01-0246-01-01).

III. Arts And Crafts

The total arts and crafts section of this unit has been designed so as to co-ordinate the activities of the other section in this unit. Through this media, the directions for making the telephones mentioned in the section on communication are offered, as well as suggestions for making rhythm instruments to go along with the music section and any rhythm games offered within this unit.

A. Tin Can Telephone[1]

Use two soup cans (or cans of equal size). Wash them remove any sharp edges. Punch a small hole in the bottom of each can. Thread a piece of high-quality twine through the hole of one can and either knot it securely or tie it to a matchstick to hold it in the can. Do the same with the other can. One person can go to one end of the room and the other go as far away as the string will reach. The cord must be pulled taut. While one talks into his can, the other holds his "phone" up to his ear and listens. The sound carries well.

B. Rhythm Instruments

1. Rhythm Sticks[2]
It is easy to make rhythm sticks out of dowels (round sticks of wood about ½-inch in diameter). Rhythm sticks should measure about 12 inches long. You can coat your rhythm sticks with shellac, varnish, or paint them one or more attractive colors.

2. Sandpaper Sticks[2]
   Wrap rough sandpaper around 12-inch lengths of dowel (one inch wide). Tack or glue them in place. Scrape the dowels back and forth across each other).

3. Tin Can Shaker[1]
   Shake marbles, buttons, or dried beans in a baking powder can for an interesting sounding rhythm instrument.

4. Balloon Maracas[2]
   Stuff 3 to 6 paper clips into a balloon. Blow up the balloon and tie it with a rubber band or string. Shake with vigor (you'll be surprised at the deep rumble).

5. Tin Can Tomtoms[2]
   Replace the cover of a round empty coffee tin with a double layer of wrapping paper glued together and cut into a circle two inches larger in diameter than the mouth of the tin. Stretch the paper tight and secure it in place with string or a strong rubber band around the circumference of the tin.

   If you want this miniature tomtom to look interesting, decorate the drumhead and either paint the can or paste over it with wallpaper or colored paper. It is easier to do this before the drumhead is attached.

6. Pie Pan Tambourine[2]
   With an owl or sharpened nail, punch six to eight holes about the rim of a tin pie pan. Cut an equal number of 3 inch pieces of tin wire or cord. For each hole you will need two metal discs - bottle or metal caps.

   Remove any cork linings and punch a hole through each cap. Thread them with the wires and attach them in pairs through the holes in the pie pan. Knot the wires at each end.

7. Shoebox Strummer[2]
A cardboard cigar or shoe box supplies a ready-made frame. Remove the cover and use only the open box. Half an inch from both ends of the shorter sides, cut small grooves with an ordinary kitchen knife. Place your box so that the longer sides face you. Select your thinnest, shortest rubber band. String it around the box and fit it into the pair of grooves nearest you. Then into the grooves on the far side, put your widest, longest band.

Measure off 2 more pairs of grooves an equal distance between the 2 end grooves. String on 2 more rubber bands grading them as to size.
Pluck the strummer with your fingers or a used kitchen match stick.

Resources:

1. Cox, Claire, Rainy Day Fun For Kids, Association Press, New York, 1962. (IMC #03-0036-01-01)

2. Mandell, Muriel, Make Your Own Musical Instruments, Sterling Publishing Co., New York, 1968. (IMC #69-0043-01-01).

IV. Games

1. Busy Bee[1]

Level: One

Objectives: To improve self awareness

Directions for Students	Directions for Teachers
(1) Each one get a partner and sit on the floor facing your partner so that the bottoms of your feet are touching.	(1) Now that the students are generally able to name and locate the various parts of their bodies they are ready to play "Busy Bee". Instruct the students to set on the floor with a partner.
(2) As I tell you to sit "back to back" one of you get up and sit with your partner. If I say "Head to Head", you both kneel facing each other with your heads together like this.	(2) Demonstrate each motion - "head to head' "knees to knees" "back to back" "fingers to fingers" and so on, before play begins.
(3) When I call "Busy Bee" change partners and play will go on with your new partner.	(3) Notice which students are having difficulty and with which particular calls.

2. Soap Bubbles

Level: One

Objectives: To learn direction following; to improve breathing and blowing technique

Directions for Students	Directions for Teachers
(1) Each one put their straw in their mouth like this. Now see if you can blow air out your straw into your hand.	(1) Fill a dishpan or some other pan with water to which you add some liquid detergent.
(2) That's good. Now watch and see if you can see what happens when I blow out my straw into this pan of water.	(2) Show the students how to blow through a straw so as to not get any soap in their mouths. - Remind them to take a deep breath before putting the straw in their mouth.
(3) Let's see if you can now blow these bubbles without getting soap in your mouth. - Remember, fill up with air before you put your straw in your mouth.	(3) When all have done this, then show them what happens when you blow into the pan with the straw below the water.

3. Magazine Safari

Level: All

Objective: To improve awareness of surroundings and working together.

Directions for Students	Directions for Teachers
(1) You each have some magazines, so let's go on an animal hunt. Look in these magazines and see how many animals you can find. The one who finds the most wins this game.	(1) Give each student several illustrated magazines and tell them we're going on a safari to round up animals.

Directions for Teachers (cont'd)

(2) A class collage may be made with these pictures with the winner being able to be the first to put a picture on that big sheet of collage paper.

4. Miniature Bowling[2]

Level: Two

Objectives: Rolling the marble requires the student to fixate on a target. He also needs body control to roll the marble and hit the "pins".

Directions for Students

(1) Standing (or kneeling) at this line, you'll have two chances to knock over those ten small bowling pins.

(2) For each pin you knock down you get one point score.

Directions for Teachers

(1) Set up a tiny bowling alley on the floor. Use golf tees for ten-pins and marbles for balls.

(2) Object is to shoot the marbles and aim at knocking down all tees. Each player gets three chances to score, either strike, spare, or one for each pin knocked down.

Resources:

1. Physical Activities for the Mentally Retarded, American Association for Health, Physical Education, and Recreation, Washington, D.C. 1968

2. Rainy Day Fun for Kids, Association Press, New York, 1962. (IMC #03-0036-01-01)

V. Music and Rhythmics

General purpose:

To provide varied and deliberate experiences in music-making and listening; to enable the students to use the rhythm instruments made in arts and crafts; to involve the students in listening to and making their own music and rhythm patterns.

Suggested activities:

The suggested activities for this section have been limited to enable the students to be more creative and express their feelings.

1. Have the students beat out every beat as they sing their favorite song. Then try every other one. Then divide the class in half so that some take the first and third while others the second and fourth.

2. In a song such as "Old MacDonald Had A Farm", have different instruments be different animal and play only when that animal is mentioned.

3. For added ideas and sample music refer to the following pages taken from: Music For the EMR: Teacher's Handbook, Special Education Curriculum Development Center, Iowa State Department of Public Instruction, and the University of Iowa.

VI. Social Skills - Problem Solving*

General Purpose:

The ability to get along with one's peers and the ability to anticipate the probable outcome of a social situation by logical inference.

Suggested program ideas:

(1) Using several different pictures of children at various ages, have the children associate to the various ages presented and reflect on feelings about himself at that time. Generalize discussion to include pupil's views of personal, home, and family responsibilities and obligations.

Activity A:
Students draw a picture of themselves and complete these sentences:
(1) When I was little__________________.
(2) Now that I am bigger________________.

(2) Discuss the importance of good manners in home and school. Teach the use of words such as "excuse me," "thank you", "I'm sorry," "please", "you're welcome". Talk about how to make friends, how to keep friends, helping friends, why not fight, why it is wrong to steal.

(3) Discuss home chores, responsibilities to family, and the consequences of doing jobs poorly or not at all. Create puppet shows around various ways of approaching family issues such as, How to teach Johnny to make his bed every day." How to teach Mary not to fight, etc.

Activity B

Consists of common problem situations providing for discussion of behavioral consequences:

What would happen if -

1. You put your hand on the stove?
2. You got up late in the morning?
3. You play in the street?
4. If you eat too much candy?
5. People are not polite?

Resource*

Valett, Robert E., The Remediation of Learning Disabilities, Fearon Publishers, Palo Alto, California, 1967.

Selected Resources:

Cox, Claire, Rainy Day Fun For Kids, Association Press, New York, 1962 (IMC #03-0036-01-01)

Improving Motor-Perceptual Skills, Northwest Regional Education Laboratory, Portland, Oregon, 1970 (IMC #03-0033-01-01)

Language Development Activities for the Educable Mentally Retarded, Special Education Curriculum Development Center, Iowa State Department of Public Instruction and the University of Iowa. (IMC #01-0246-01-01)

Mandell, Muriel, Make Your Own Musical Instruments, Sterling Publishing Co., New York, 1968. (IMC #69-0043-01-01)

Physical Activities for the Mentally Retarded, American Association for Health, Physical Education, and Recreation, Washington, D.C., 1968.

Diversified Games and Activities of Low-Organization for Mentally Retarded Children, Information Center-Recreation for the Handicapped Outdoor Laboratory, Southern Illinois University, Carbondale, Illinois. (IMC #01-0237-01-01)

Hodge, A Guide For Teachers of Trainable Mentally Retarded Children (IMC #01-0035-01-01)

Valett, Robert E., The Remediation of Learning Disabilities, Fearon Publishers, Palo Alto, California, 1967 (14-0042-01-01)

Games For Fun, University of Kentucky Cooperative Extension Service, Agriculture and Home Economics, Lexington, Kentucky.

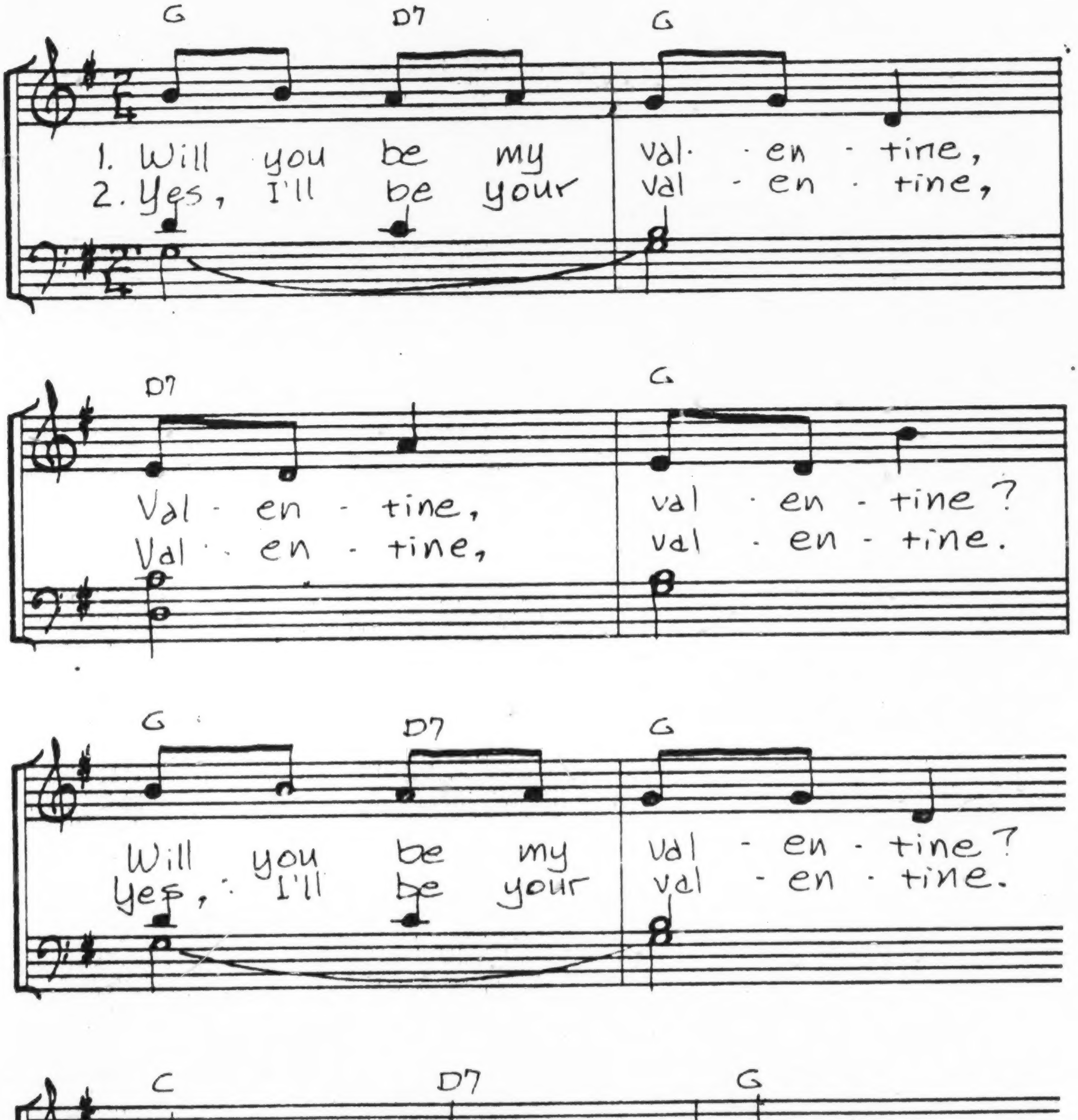
Music for the EMR: Teacher's Handbook, Special Education Curriculum Development Center, Iowa State Department of Public Instruction and the University of Iowa (IMC #01-0248-01-01).

UNIT III

SELF CONTROL

APPENDIX A	Songs
APPENDIX B	A Guide In Physical Education For Teachers Of Trainable Mentally Retarded Children

My Valentine


G
D7
G
1. Will you be my val - en - tine,
2. Yes, I'll be your val - en - tine,
D7
G
Val - en - tine, val - en - tine?
Val - en - tine, val - en - tine.
G
D7
G
Will you be my val - en - tine?
Yes, I'll be your val - en - tine.
C
D7
G
I love you.
I love you.

From THE MAGIC OF MUSIC - BOOK ONE
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MY VALENTINE

Listen for the phrases that sound alike in both notes and words (measures 1 and 2, 5 and 6).

Use triangle or bells on the heavy accents (first beat of each measure) to enhance the song and to help teach and keep a sense of rhythm.

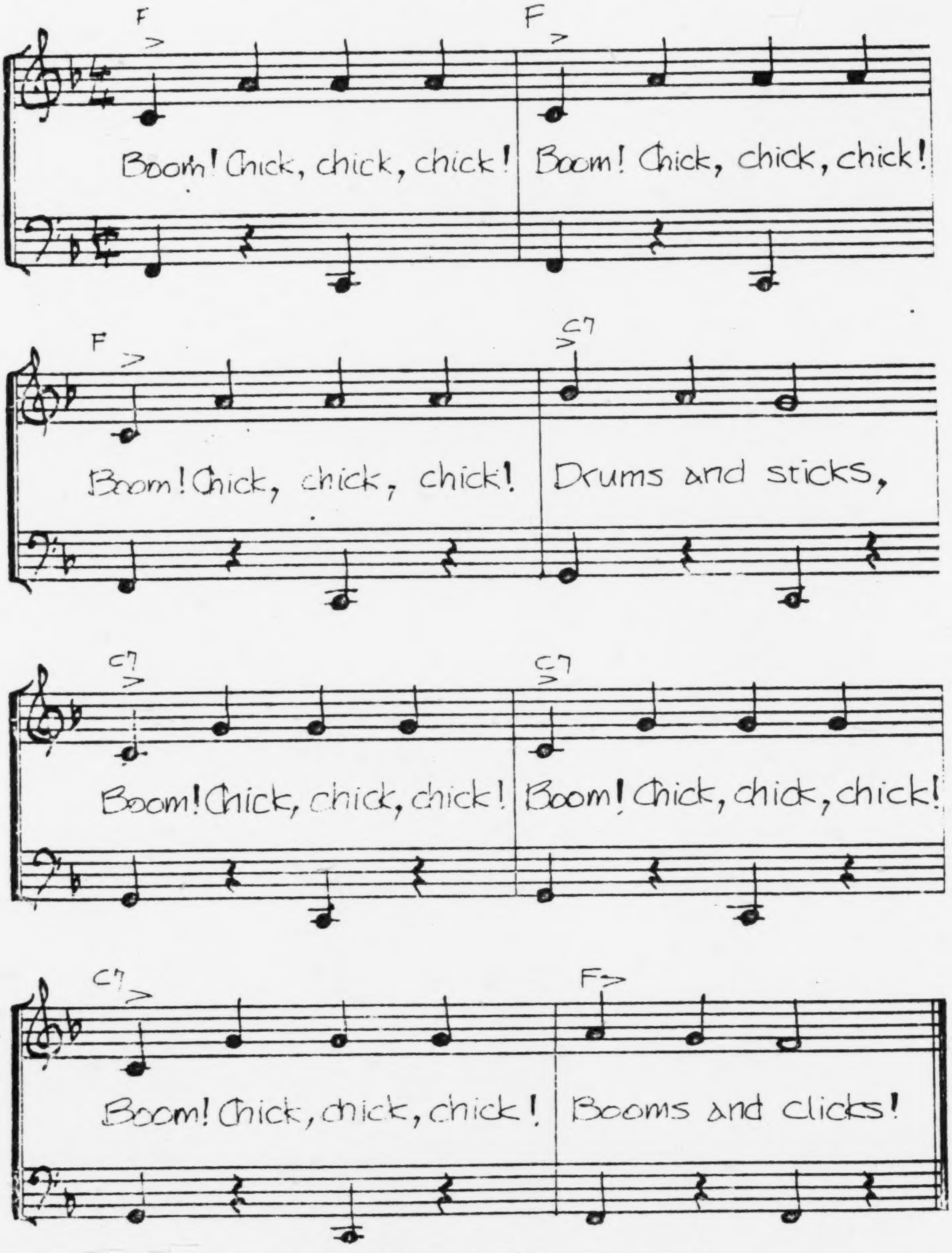
Ask the children why a drum, wood block, or rhythm sticks wouldn't sound good with this song (not suitable to the character of the song). This helps children to distinguish between moods of songs.

Have girls and boys alternate verses.

Have small groups sing alternating verses.

Units: Special Days of the Year, Valentine's Day.

Drums and Sticks


F
F
Boom! Chick, chick, chick! Boom! Chick, chick, chick!
F
C7
Boom! Chick, chick, chick! Drums and sticks,
C7
C7
Boom! Chick, chick, chick! Boom! Chick, chick, chick!
C7
F
Boom! Chick, chick, chick! Booms and clicks!

© Sharing Music, Kindergarten, [illegible] Used by permission of American Book Company

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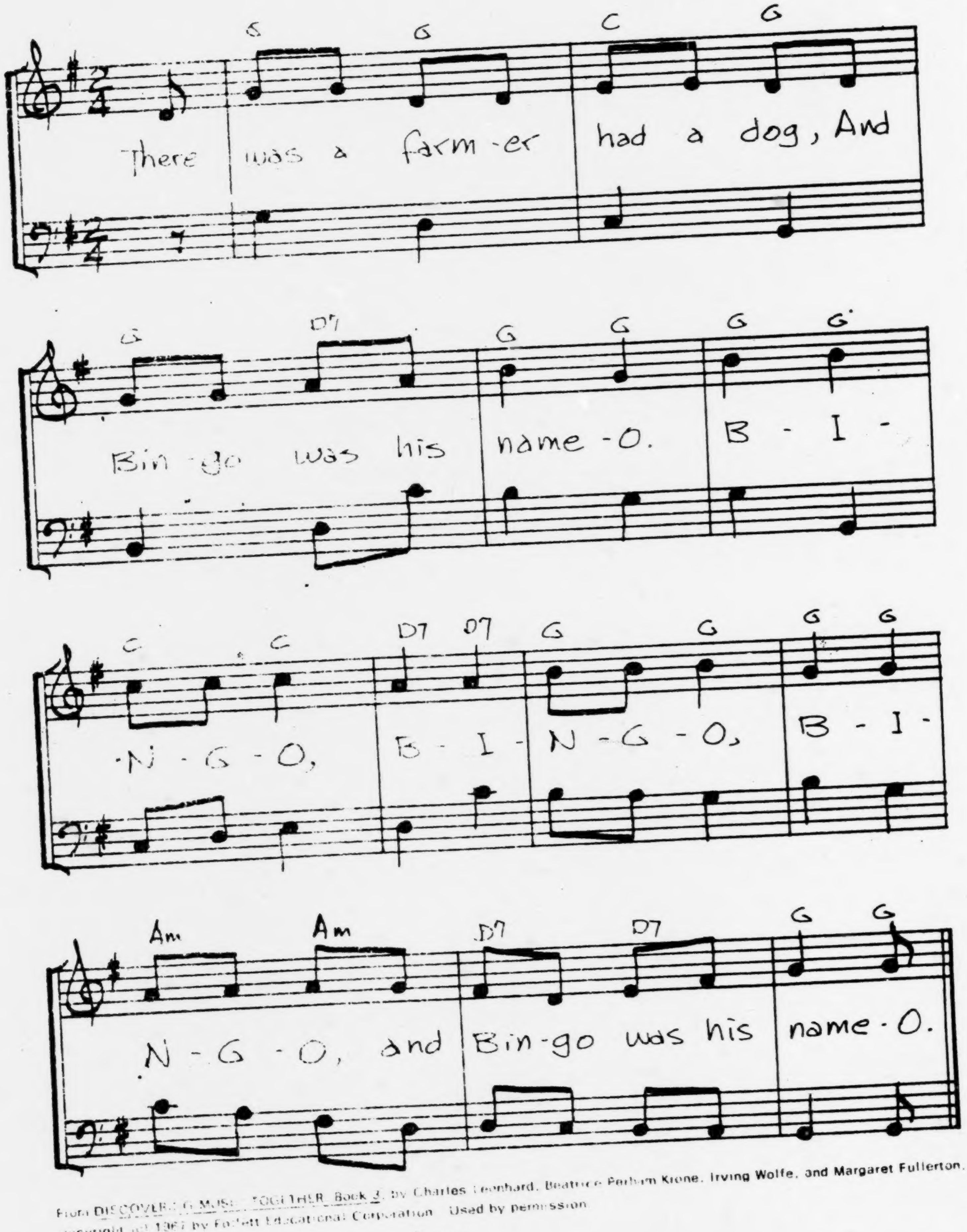
DRUMS AND STICKS

As you teach this to the children, have them clap when they hear the word *Boom.* Later, have them clap or tap on their desks on the words *chick, chick, chick.*

After the song is learned, let some play the drum on the word, *Boom* and some play sticks or blocks on *chick, chick, chick.* In order for the children playing the sticks or blocks to feel all the beats have them play an imaginary beat in the air when the drum is playing.

Have a parade with marching and instruments.

Bingo


G G C G
There was a farm-er had a dog, And
G D7 G G G G
Bin-go was his name-O. B - I -
C C D7 D7 G G G G
N - G - O, B - I - N - G - O, B - I -
Am Am D7 D7 G G
N - G - O, and Bin-go was his name-O.

From DISCOVERING MUSIC TOGETHER Book 3, by Charles Leonhard, Beatrice Perham Krone, Irving Wolfe, and Margaret Fullerton.

From DISCOVERING MUSIC TOGETHER Book 3, Copyright (c) 1967 by Follett Educational Corporation. Used by permission.

BINGO

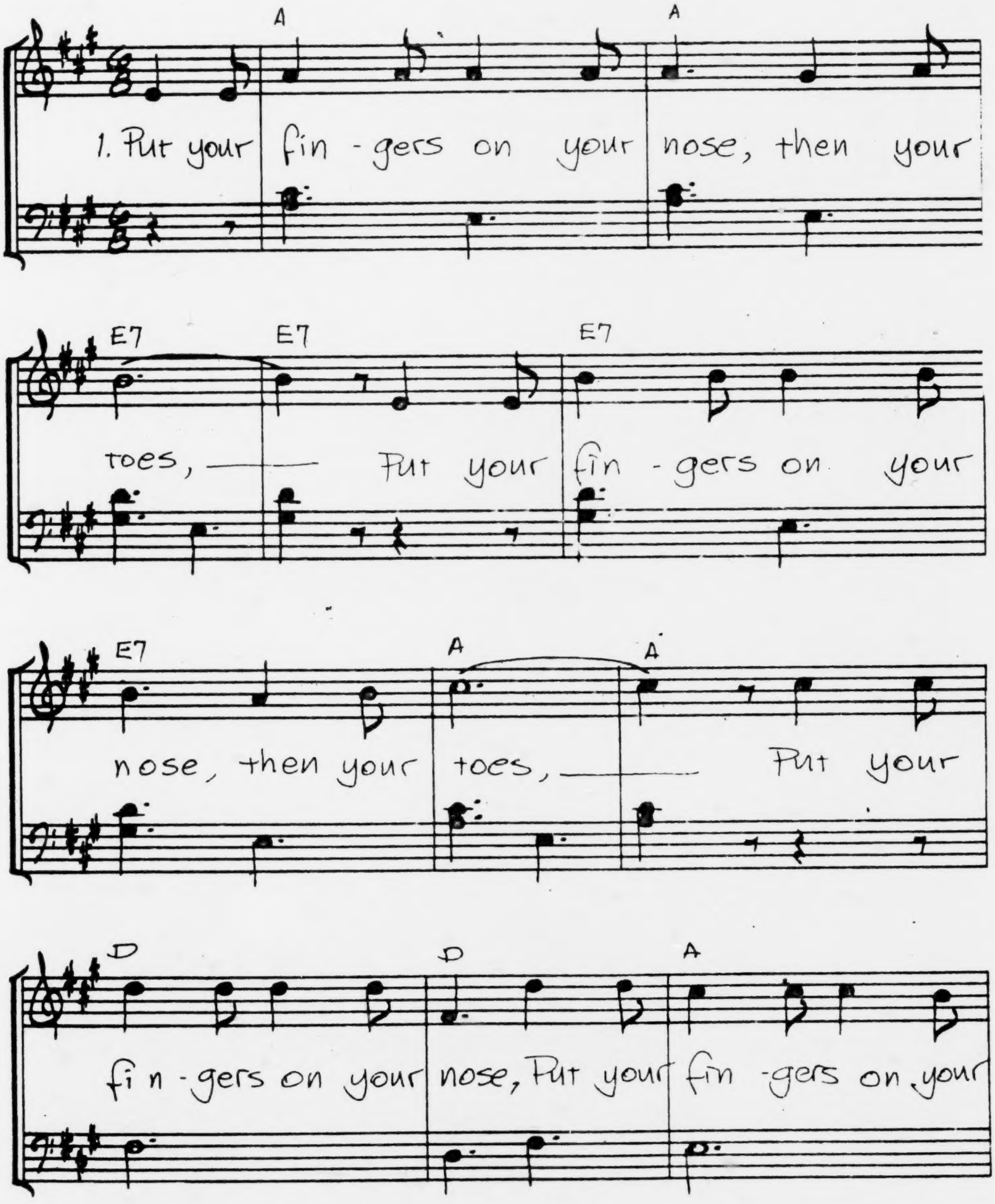
30

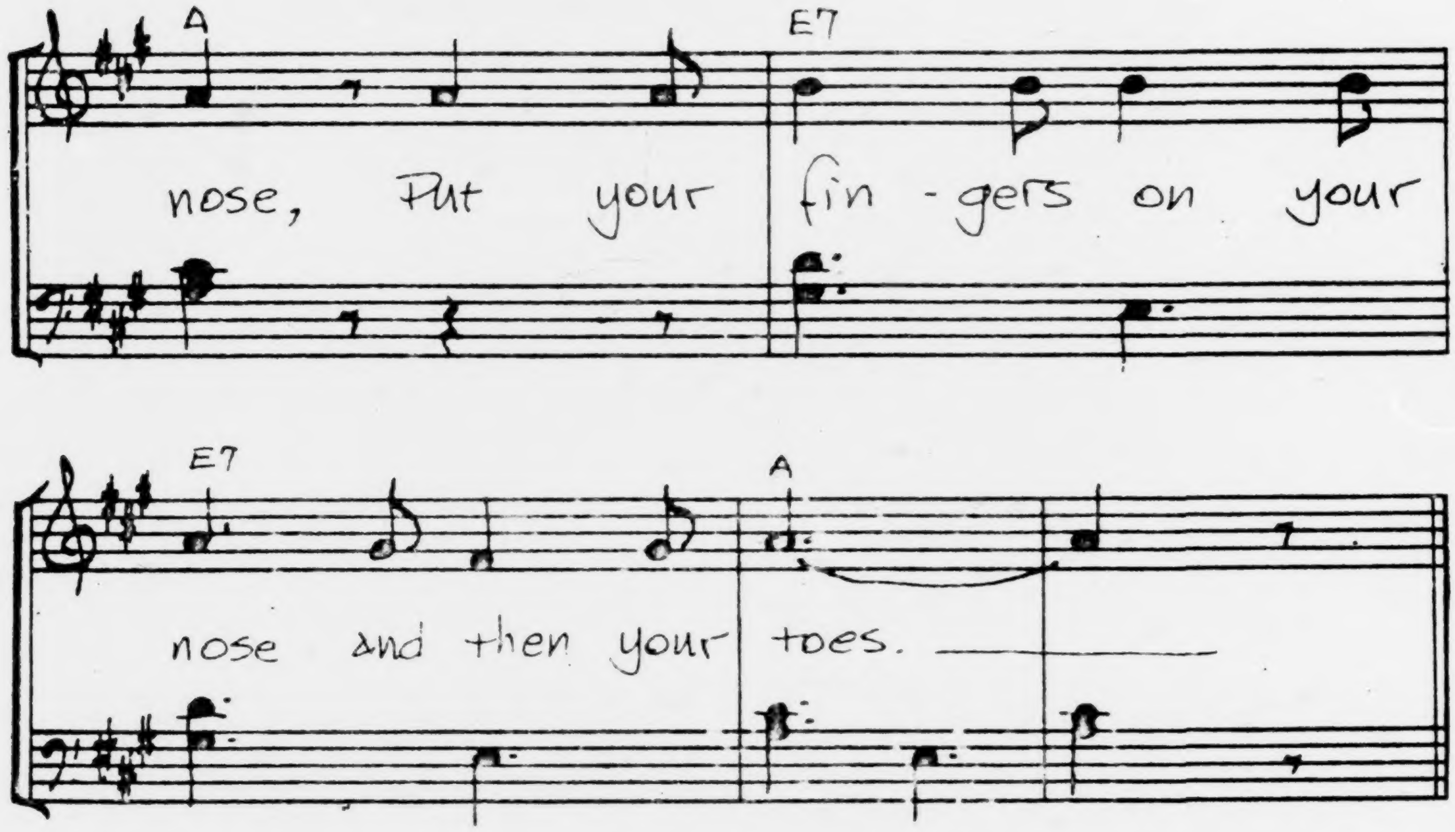
The children will enjoy clapping to the basic rhythm of this song (two beats per measure).

This may be sung just as it is, or repeated, dropping one letter at a time and substituting a clap as *Bingo* is spelled out, until you have five claps and no letters. For instance, B-I-N-G-(clap).

Units: American Folk Customs.

Fingers, Nose [31]and Toes


A
A
1. Put your fin - gers on your nose, then your
E7
E7
E7
toes, ——— Put your fin - gers on your
E7
A
A
nose, then your toes, ——— Put your
D
D
A
fin - gers on your nose, Put your fin - gers on your



From Sharing Music, Kindergarten, © 1966. Used by permission of American Book Company

2. Put your fingers on your nose, then your cheeks, (2 time
Put your fingers on your cheeks and then leave them
there for weeks,
Put your fingers on your nose and then your cheek

3. Put your fingers on your nose, then your hair, (2 times)
Put your fingers on your hair and then wave them
in the air,
Put your fingers on your nose and then your hair.

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FINGERS, NOSE, AND TOES

In the three verses of this song the actions refer to putting the fingers on the nose, toes, cheeks, and hair. Before teaching this song be sure the children are able to put their finger on their nose, toes, cheeks and hair.

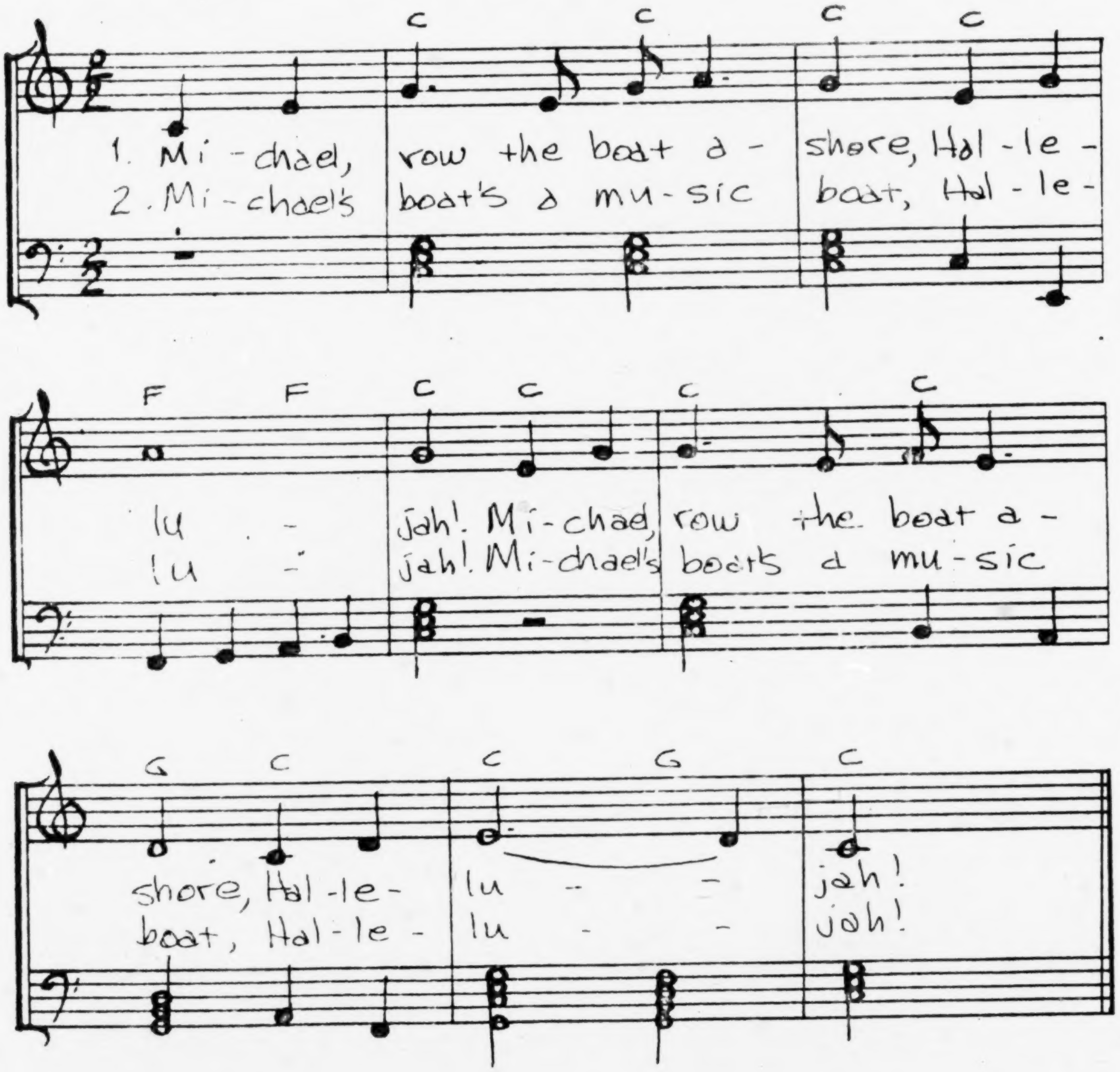
As you sing this song to the children, do the actions and encourage them to do the same as they listen.

This is a good song to skip to the music.

After the children have learned all the verses encourage them to make up new verses.

Units: Language Arts (following directions,
word study), Awareness of Body.

Michael, Row the Boat Ashore


C C C C
1. Mi - chael, row the boat a - shore, Hal - le -
2. Mi - chael's boat's a mu - sic boat, Hal - le -
F F C C C C
lu - jah! Mi - chael, row the boat a -
lu - jah! Mi - chael's boat's a mu - sic
G C C G C
shore, Hal - le - lu - jah!
boat, Hal - le - lu - jah!

From EXPLORING MUSIC Book 2 by Eunice Boardman and Beth Landis, copyright © 1966 by Holt, Rinehart and Winston, Inc. Reprinted by permission of the publishers.

Michael, row the boat ashore, Hallelujah! (2 times)
Sister, help to trim the sail, Hallelujah! (2 times)
Michael, row the boat ashore, Hallelujah! (2 times)

MICHAEL, ROW THE BOAT ASHORE

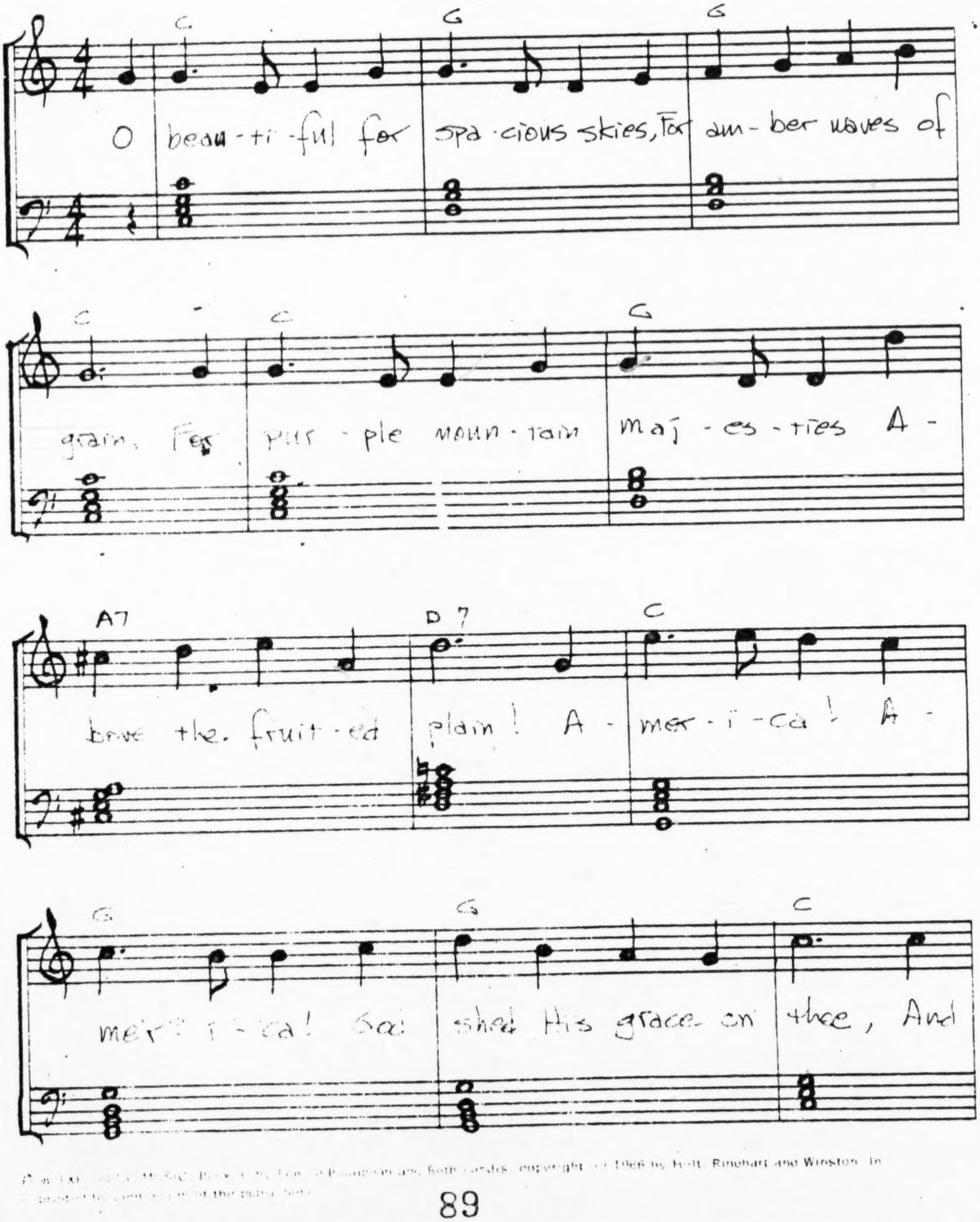
The children, by using large arm movements, will imagine they are rowing a boat and at the same time be keeping the rhythm of the song. This helps to improve large motor coordination.

Have groups of children take turns with one group singing the words and another group responding on the *Hallelujahs*. Maybe boys and girls can alternate.

Some can keep the rhythm by playing a soft drum, softly tapping a tambourine or clapping

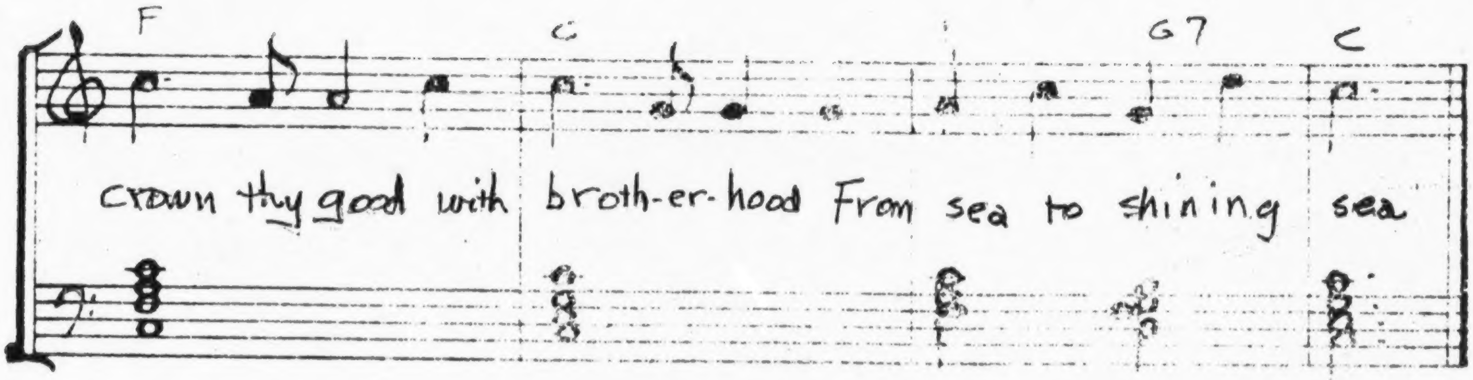
Units: Social Studies (American folk customs).

America the Beautiful


C
G
G
O beau-ti-ful for spa-cious skies, For am-ber waves of
C
C
G
grain, For pur-ple moun-tain maj-es-ties A-
A7
D 7
C
bove the fruit-ed plain! A-mer-i-ca! A-
G
G
C
mer-i-ca! God shed His grace on thee, And

[illegible] copyright [illegible] 1966 by Holt, Rinehart and Winston, In[illegible]
[illegible]

37



AMERICA THE BEAUTIFUL

Tell the children how the words of this well-known song came to be written. After Katherine Lee Bates visited the Columbian Exposition in Chicago in 1893, she toured the western part of our country. She was so inspired by its size and great beauty that she wrote the poem which was later set to this music.

Teach the children to sing this song with spirit and pride.

Explain to the children the meanings of Amber Waves of Grain, and Purple Mountain Majesties, and any other phrases which they might not understand.

A GUIDE IN PHYSICAL EDUCATION FOR TEACHERS OF TRAINABLE MENTALLY RETARDED CHILDREN

The trainable child needs help in muscle coordination, as well as the experience of physical activity in a group. Physical activity helps to relieve emotional tensions, provides relaxation, and posture training, as well as helping the child to develop coordination of large and small muscles.

For the physically immature child, help in the development of gross muscle control should be a major part of his daily program. Activities designed to develop coordination of the gross and small muscles should be in the daily schedule for all age groups. In this area as in the other areas of the curriculum, experiences should be chosen that will foster greater independence, participation in social activity, and usefulness at home or in the child's limited environment.

A few minutes a day of directed exercise gives the child physical training as well as training in following directions, and working in cooperation with the group. Use of such terms as left, right, forward, backward, bend, sit, or up-down will give him an opportunity to make functional use of this vocabulary.

Music is helpful for walking, skipping, running, tip toes, hopping, galloping, trotting, flying, etc.

The following are suggested activities:

For relaxation

1. Bend elbows-hands to front, wrists relaxed, shake hands until fingers tingle, drop hands to sides

Posture training

1. Arms outstretched-palms up (catch rain in hands), bend elbows and touch fingers on top of shoulders

2. Bring elbows forward and touch together-raise up-move to sides and back-as far as can (this strengthens shoulders)

3. Sit on floor-back straight-legs straight in front-feet together hands on knees. Lean forward-trying to reach toes with hands back straight. Back in position

4. Same position as 3. Raise knees quickly, locking hands under knees. Then quickly straighten knees-throw hands at side on floor to give balance.

Stretch

1. Body roll-hands on hips-fingers to front. Bend forward-roll to right-back as far as possible. To left-forward. Repeat 2 or 3 times-relax-do again.
2. Touch toes without bending knees.
3. Touch right toe with left hand-then left toes with right hand.

Balance

1. Stand, hands on hips-kick, lift right knee-at first balance one hand touching wall or table. Do same with left knee. After balance is learned this way, lift knee-then raise foot forward, leg straight this is a jerk movement-hold-down straight-same with other foot.
2. Step 4-6 steps forward-then step backward in same line same number of steps.
3. Do same with arms outstretched-raise up on tip toe-stand-down.
4. Walking along board on floor.

Exercise for muscle control

1. Learn to roll wrists
2. Roll feet-sit on floor back straight, feet in front-turn feet from ankles. Same as wrists.
3. Arms straight out-make circles with hands moving from shoulders.
4. Close fists-open one finger at time. Close same way
5. Roll eyes
6. On tip toe
7. Climbing ladders, stairs, etc. Play on outdoor play equipment

Developing gross muscles and coordination

Walking-singing games-climbing "In and out the Window" - Climbing stairs

Marching-musical games

Running-tag games

Bending

Sliding-skating-dancing

Jumping-rope, over obstacle, "Jack Be Nimble"

- Hopping
- Kicking-games with ball
- Galloping

Games (Suggested activities for various age levels)

- Pre-primary
  - Doggy and bone
  - A tisket, A tasket
  - Activities with oral directions
    - Jump Jim Crow
    - Put Your Finger in the Air
    - Indian Dance with War Whoop

- Chronological age - 5-12
  - Follow the Leader
    - Jumping
    - Jump and hop
    - Hopping
    - Duck walk
    - Rabbit hop
    - Crab walk
    - Gallop
    - Forward rolls
    - Side rolls
    - Backward rolls
  - London Bridge
  - Dodge ball
  - Go in and out the windows
  - Railroad train
  - Musical chairs
  - Bean bag throw
  - Circle singing-Ring around the Rosie-Mulberry Bush
  - Bowling

- Exercises
  - Body bends, side bends, running in place, hopping in place

- Chronological age-10-15 Boys
  - Follow the leader
  - Ball-throwing, catching, kicking, bouncing
  - Bean bag games
    - Target toss, distance throwing, throwing in basket, passing bean bag
  - Bull in ring-circle, boy in center tries to get out of circle
  - Object hunt-hunting for object which has been hidden
  - Drop the handkerchief
  - Guessing games-hiding button in hand of one child for others to guess who had it
  - Parade of vehicles-wagons, scooters, tricycles

  - Singing games-One,Two, Three O'Leary
    - Looby Loo
    - Did You Ever See A Lassie?
  - Wrestling-with supervision
  - Tumbling

  - Dancing-Square dancing-basic fundamentals, swing, do-si-do, promenade square the set, grand right and left.

- Hikes
- Tumbling
- Swimming
- Exercises-body bends, side bends, reaching exercises, rhythm exercises to music
- Marching to music

Chronological age - 14-21 Boys

- Softball
- Indian Ball
- Basketball
- Soccer (use soft volley ball)
- Relays
- Softball hockey
- Bowling
- Kickball
- Tennis with ping-pong paddles and tennis ball
- Wrestling
- Follow the leader
- Guessing games-object hunt
- Croquet
- Horseshoes
- Tumbling
- Hikes

Exercises

Body bends, deep knee bends, side bends, running in place, hopping in place, sit ups, push ups

Swimming

Chronological age - 12-21 Girls

- Bowling
- Badminton
- Softball
- Basketball
- Ball games-dodge ball, soccer, kick ball

Quiet games:
- Shuffleboard
- Ring toss
- Horseshoes
- Checkers
- Dominoes
- Bingo
- Monopoly
- Bean Bag Throw
- Red Light
- Stoop Tag
- Puzzles

Group Singing

MOBILE RECREATION AND PHYSICAL EDUCATION UNIT

RESOURCE GUIDE
FOR
DAY CARE CENTERS

UNIT IV

Monthly Theme: Socialization - Human Relations

The major emphasis of this fourth unit deals with socialization and human relations. The needs of the individual in this area are:

1. Shows he is a good group member

2. Shows good manners, courtesy, social amenities

3. Has respect for self and others

The majority of these activities are group activities requiring the students to work as a team, to work under controlled pressure (in relays), and to show respect for team members with their abilities and limitations.

I. Motor-Perceptual Skills

A. Creative Movement*

Creative Movement Cues

In helping children acquire creative movement skills or patterns, only suggestions can be given to the teacher. The suggestions may be used to start sessions, to introduce dimensions of movement to the children, and to combine various ideas in creating new movement sequences. The suggestions are in no way exhaustive, as the possible combination of movements is infinite, created by each child in his own way.

Suggested directions to students	Directions for teachers
Exercise 1 Personal Space	
(1) Everyone find a place in the room to stand. To see if we are too close to the person next to us, let's stick our arms out like a bird (airplane, etc.). If your hands touch someone else's, then move to the side so they won't touch.	(1) Tell the students to stand as far away from each other as they can so they will not hit each other in moving.
(2) Now let's see how far we can all stretch our arms and legs without moving from where we are. Stretch your right arm out; now your left arm; try your right leg forward; and your left leg backwards.	(2) Tell the students to find out how far they can stretch their arms and legs in all directions.
(3) Let's pretend that we each own some space. We each own all the space from one fingertip to the other when we have both hands stretched out and that from where our right leg stretched back to where our left leg stretched. We each also own the space as high as we can jump. Let's call this our own or personal space because for now we own this space.	(3) Describe the space around each student as his personal space.

Suggested directions to students (cont'd)

(4) Within this space we can move any way we want. Let's see how many different and new ways we can each move.

Exercise 2 Common Space

(1) Today we are going to take a few minutes to run around the room and see how big it is.

(2) We do not have that bubble around us anymore as we played we did yesterday. Today we can all move any way we want and any where we want. We all share this room. The whole room belongs to all of us. We now call this common space and can move in it, but we can not bump into anyone. We must move without touching anyone or anything.

Directions

(4) Frequent
perform
space.
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Move it
only mo
arm."

(1) Instruc
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(2) Explai
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space.

(3) Explai
still
must t
while

B. Physical Activity
Capture The Flag**

Equipment: Two objects to be
Grade Level: All grades
Organization: Rectangular playi
How To Play: There are two tea
of the playing fi
Someplace within
each team a flag
are to guard. Th

o students (cont'd)

we can move any way
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an each move.

pace

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at bubble around
played we did yesterday.
move any way we want
want. We all share
hole room belongs to
w call this common
e in it, but we can
one. We must move
anyone or anything.

Directions for teachers (cont'd)

(4) Frequently ask the students to perform movements in their personal space. Suggestions such as "see what you can do with your right arm, or with your left hand, or your foot. Move it all ways you can think of but only move the hand and fingers not the arm."

(1) Instruct the students to run around the room trying to see how far it reaches in each direction.

(2) Explain that the room has to be shared by everyone; it is now called the common space.

(3) Explain to the students that they may still move any way they want but they must try to avoid bumping into each other while they are running.

B. Physical Activity
Capture The Flag**

Equipment:	Two objects to be used as flags
Grade Level:	All grades
Organization:	Rectangular playing field
How To Play:	There are two teams each having half of the playing field as their territory. Someplace within this playing field of each team a flag is planted which they are to guard. The idea of the game is

to capture the other te
bring it back to your t
being caught. Several
team are appointed to g
There is an area around
that is safe territory
opposing team. If a mem
manages to get to the c
is safe until he wants
his own territory with
and thus wins the game
a person is caught, he
caught him.

Tug of War

Equipment: A rope
Grade Level: Any
Organization: Two equal teams each in a
floor.
How To Play: Mark the center of a lengt
team lines its members so
holding on to the rope.
work together pulling on
attempt to pull the other
line.

Resources:

*Frostig, Move, Grow, Learn, Follett Educational Corporation, Chicago, Illinois

**Franklin, C.C. and Freeburg, William H., Diversified Games and Activities of
Mentally Retarded Children, Southern Illinois University, Carbondale, Ill

to capture the other team's flag and bring it back to your territory without being caught. Several players on each team are appointed to guard the flag. There is an area around each team's flag that is safe territory for members of the opposing team. If a member of one team manages to get to the opposing flag, he is safe until he wants to make a run for his own territory with the opposing flag and thus wins the game for his side. If a person is caught, he joins the team that caught him.

Tug of War

Equipment:	A rope
Grade Level:	Any
Organization:	Two equal teams each in a single line on the floor.
How To Play:	Mark the center of a length of rope. Each team lines its members so that each member is holding on to the rope. At a signal the teams work together pulling on the rope as they attempt to pull the other team over the center line.

Learn, Follett Educational Corporation, Chicago, Illinois (IMC #70-0149-01-01)

reeburg, William H., Diversified Games and Activities of Low Organization for d Children, Southern Illinois University, Carbondale, Illinois (IMC #01-0237-01-01)

II. Arts And Crafts

A. Creative Crayon Drawing

Here is a list of subjects you can suggest for your child's pictures. These all deal with him, his activities, and his world. Remember to ask the where and when, what and how questions about these subjects before he starts to draw. This helps to create vocal communication.

I and my mother (pay attention to sizes)

I and my house (pay attention to sizes)

I am eating my breakfast

I am playing ball

I am sitting on a swing

I am in my bed (lying down)

B. Playing with Blocks

Piling blocks one on top of another makes for good beginning play, but then observe how two play together with the blocks. Can they build a house or a bridge together? Learning to use blocks to build with and not as objects to throw when we are mad or upset.

C. Tearing, Cutting, Folding, Pasting

Begin with tearing or cutting simple shapes advancing on the arranging these shapes to form a pattern and on to arranging shapes for murals or class wall picture.

Resources:

Baumgartner and Shultz, Reaching the Retarded Through Art (IMC #01-0225-01-01)

Wittes, Glorianna, The Learning Through Play Approach (IMC #06-0045-03-01)

III. Games

The games presented in this unit are all team games. This is done so as to show good working within a group, as well as showing good group members and courtesy.

1. Volley Catch-Ball

Equipment: Net and volleyball (or a beanbag may be substituted for the volleyball)
Number of Players: Any number within reason of about any age.

Play:
The group is divided into two teams, one on either side of the net. A player throws the ball over the net with both hands. A player on the other side must catch it and throw it back. If the ball falls to the ground without being caught, the team that threw it scores one point. The team that lost the point then serves (or throws back) the ball to resume play. Eleven points, or any other pre-set number are a game.

When the group has become adept at volley catch-ball, substitute a lighweight beach ball. Players hit the ball back and forth as in regular volleyball. Retain the catch-ball system of serving and scoring.

2. Beat the Lineup

Equipment: Volleyball or medium-size ball; material to indicate bases.
Number of Players: Two teams of six to eight members each.

Play:
Mark a spot as home base, and mark three or more other bases around the room, depending upon the number of players and their ability to run. Divide players into two teams.

One play is "up at bat." Members of his team stand as far behind home base as feasible. Members of the second team are scattered around the room. The player who is up bats the ball by hand or throws it forward, away from home base. He then begins to run from base to base, touching each base.

A player on the second team gets the ball and holds it. All other players must line up behind him. As soon as he is sure that another player on his team is behind him, he passes the ball back over his head. Players continue to pass the ball over their heads down the line.

If the ball reaches the last person in the line before the batter reaches home base, the batter is out and there is no score. If the batter reaches the end of the line, he scores one run for his team. After three outs, teams change sides.

3. Potato-On-Your -Head-Relay

Equipment: Flat potato wrapped in aluminum foil for each team.
Number of Players: Two or more teams of equal number of players; about any age level.

Play:
Players line up in single file, relay fashion behind leaders. Each leader is given a flat potato which he places on his head. At a signal he must walk to a goal, without touching the potato. If the potato falls, he makes a stop, picks it up and puts it back on his head and continues. If he touches the potato to keep it from falling, he must go back to his team and start again. When he reaches the goal, he takes the potato in his hand, return to his team as fast as he can, and hands the potato to the teammate next to him in line, who continues the race. First team to have every member

return [redacted] wins. However, the race continues until all have had a chance to run.

4. Potato-In-A-Spoon Relay

Equipment:	Small potato for each player; two bowls and a tablespoon for each team.
Number of Players:	Two or more teams of equal number of players; about any age level.

Play:

Players line up in single file, relay fashion behind leaders. A bowl containing a potato for each player is placed next to each leader. Another bowl is placed in front of each team on the goal line. Each leader is given a tablespoon. At a signal, each leader stoops down, gets the potato onto his spoon without touching potato or bowl with his other hand, stands up, and walks to the goal. If he drops the potato, he need not return to the starting line. He many pick it up with his hands, balance it on his spoon, and continue the race without again touching the potato with his free hand.

When he reaches the goal, he drops his potato into the bowl, turns around and returns to his team as fast as he can. He hands the spoon to the next teammate in line, who continues the race. First team to have every member return with an empty spoon wins. However, the race continues until all have had a chance to run.

5. Backward Relay

Equipment:	A starting line and a goal line.
Number of Players:	Two or more teams of equal number.

Play:

Teams line up in single file behind leaders. All face a goal. At a signal each leader turns around and runs backward to the goal, turning his head to see where he is going. He touches the goal and runs forward toward his team. He touches the hand of the next teammate in line, who repeats the race and so on down the line.

Resources:

Carlson and Ginglend, *Recreation for Retarded Teenagers and Young Adults*, Abingdon Press, New York (IMC #01-0200-01-01)

Johnson, June, *838 Ways to Amuse A Child*, Gramercy Publishing Co., New York (IMC #03-0037-01-01)

IV. Dramatics

A. Counterpane Play

With a nurse's cap, a soldier hat or a cowboy sombrero, etc., the students can direct the activities of a hospital, a troop of men or a roundup. This can be completely imaginary, or small toys may be used.

B. Counterpane Theater

This may be presented as a puppet show or as a stage production. If as a puppet show, cut a side and the top from a medium-sized carton. Paste magazine pictures on the wall and floor for decoration and scenery: curtains, rugs, flowers, sometimes even a whole room scene from a magazine will suit.

Use miniature dolls (or make puppets), men, cars, etc., on this stage, and act out a story with them. Change voices for the different characters or use records for songs and stories. This way students can act out their favorite stories, home scenes, or stories about how one should act-showing good manners, courtesy, being a good group member, etc.

c. Story Telling

This may be done by the teacher through such stories as Just Only John by Jack Kent dealing with self-concept.

(A delightfully illustrated book in which John has been a little boy for over four years and now getting tired of it. He wonders what it would be like to be something else for a change. That's why he goes to visit Mrs. Walpurgis and buys a peppermint-favored magic spell.

Now when someone mentions an animal he turns into that animal. But it does end happily and younsters will laugh right to the very end when John's father finds a solution to the problem and John himself discovers an important moral - Be Yourself.

sources:

hnson, June, 838 Ways to Amuse A Child, Gramercy Publishing Company, New York, (IMC #03-0037-01-01)

nt, Jack, Just Only John, Parent's Magazine Press, New York, (IMC #64-0176-01-01)

V. Music

Songs for fun and Fellowship
Sing and be Happy

1. The More We Get Together

Oh the more we get together, together
together,
Oh the more we get together the happier
we'll be.
For your friends are my friends and
My friends are your friends
Oh the more we get together the happier
we'll be.

2. I Want to be Friendly (Done with Action)

I don't want to march in the
Infantry, (stamp feet)
Ride in the cavalry (pretend to ride)
Shoot the artillery
(pretend to shoot gun)
I don't want to fly over Germany
(flap arms)
I just want to be friends
(shake hands with neighbor)
I just want to be friends
I just want to be friends (repeat stanza)
(Tune of "Old Gray Mare")

3. Rhythm band and music from previous unit may also be used again.

Resources:

Franklin and Freeburg, Diversified Games and Activities of Low Organization for Mentally Retarded Children, Southern Illinois University (IMC #01-0237-01-01)

VI. Communication

Speaking skills must be developed daily through the use of concrete experiences. The total language pattern must be developed through the use of communication-centered experiences.

Social Speech patterns include the following skills:

1. The ability to know when to speak and when to be silent.
2. The ability to use a satisfactory loudness level.
3. The ability to say specific speech patterns:
   "Please"
   "Thank You"
   "Yes, please"
   "No, thank you"
   "Here I am"
   "Here"
   "Help me, please"
   "May I have some?"
   "Have one"
   "Take one"
   "Give me one"
   "Put it back"
   "Hello"
   "How are you?"
   "I am fine"
   "Good morning"
   "Where are you going?"
   "What are you doing?"
   "Goodbye"

Activities

The teacher will want to reinforce the speech and

communication patterns throug
of commonly used devices such
choral speaking, puppet shows

Suggestions for social speech
might include:

1. During roll call, respond
   I am," "Present," or "Here
2. When the students arrive i
   the teacher and other stud
   "Hellp," Good morning," or
3. When the students leave in
   "Goodbye," "See you tomorr
4. When the teacher chooses a
   he use certain responses:
   "Give it to me," or "Thank
5. When the student asks to l
   a favor, he asks, "May I?"
6. When one student must walk
   says, "Excuse me, please."
7. When one student has hurt
   says, "I'm sorry", or "I di

Resources:

Communication Skills for the Mentally Retarded, State College of Iowa, Cedar
(IMC #01-0219-01-01)

communication patterns through the adaption of commonly used devices such as speech games, choral speaking, puppet shows, records and songs.

Suggestions for social speech pattern development might include:

1. During roll call, respond with specific phrases, "Here I am," "Present," or "Here".
2. When the students arrive in the morning, they greet the teacher and other students with specific phrases: "Hellp," Good morning," or "Hi!"
3. When the students leave in the afternoon, they say, "Goodbye," "See you tomorrow, or So long!"
4. When the teacher chooses a helper, she requests that he use certain responses: "Take one," "Have one," "Give it to me," or "Thank you."
5. When the student asks to leave the room or requests a favor, he asks, "May I?"
6. When one student must walk in front of another, he says, "Excuse me, please."
7. When one student has hurt or offended another, he says, "I'm sorry", or "I didn't mean to."

he Mentally Retarded, State College of Iowa, Cedar Falls, Iowa.

Selected Resources

Johnson, June, 838 Ways to Amuse A Child, Gramercy Publishing Co., New York (IMC #03-0037-01-01)

Frostig, M., Move, Grow, Learn Programs, Follett Educational Corporation, Chicago, (IMC #70-0149-01-01)

Wallis, Earl L., Exercises for Children, Prentice Hall, Inc. (IMC #03-0040-01-01)

Carlson and Ginglend, Recreation for Retarded Teenager and Young Adults, Abingdon Press, New York, (IMC #01-0200-01-01)

Wittes, Florianna, The Learning Through Play Approach (IMC #06-0045-03-01)

Baumgartner and Shultz, Reaching the Retarded Through Art (IMC #06-0045-03-01)

Franklin and Freeburg, Diversified Games and Activities of Low Organization for Mentally Retarded Children, Southern Illinois University, Carbondale, Illinois (IMC #01-0237-01-01)

Schattner, R., Creative Dramatics for Handicapped Children, John Day Co., (IMC #02-0004-01-01)

Wordoff and Rablums, Music Therapy for Handicapped Children, Rudolf Steine Publications OIMC #02-0002-01-01)

Clure, Beth, Me, Bowmar Publishing Co., Glendale, California (70-0140-04-01)

Kent, Jack, Just Only John, Parents' Magazine Press, New York (IMC #64-0176-01-01)

Tritten, Gottfried, Art Techniques for Children, Reinhold Publishing Corporation, New York, (IMC #69-0023-01-01)

Summers, Sandra, Creative Craft Ideas for All Ages, Standard Publishing, Cincinnati, (IMC #69-0053-01-01)

MOBILE RECREATION AND PHYSICAL EDUCATION UNIT

RESOURCE GUIDE
FOR
DAY CARE CENTERS

UNIT V

Monthly Theme: Vocational Opportunities

In the development of related programs in student vocational opportunities, a systematic reinforcement of skills, tolerance, development of eye-hand coordination, and finger dexterity is essential in establishing a basic preparation. Through programs of arts and crafts, games, music, motor development, and problem solving; social maturation, basic skills, and techniques are developed.

The basic needs established with regard for vocational opportunities and developed in this unit are:

1. Shows he has good work habits.
2. Ability to do simple chores.
3. Can produce things with his hands.
4. Can handle money wisely.

I. MOTOR DEVELOPMENT

These activities are given names and procedure as described in Occupational Activities Training Manual. The perceptual-motor aids (listed in the appendix) used with these activities are not of the same title, but the object goal is the same and may easily be adapted for use with these motor development activities.

Activity #1 Block-Stacking Dowel

Materials:

1 (¼") metal or wood dowel (18" long) placed on center in any size block of wood.
10 various sizes and shaped blocks with holes large enough to be placed on the dowel.

Procedure:

1. Let students adjust to the materials being used. Let them handle them and play as they want for a few minutes as they want.
2. Show students how blocks are placed on the dowel.
3. Have students place blocks one at a time on the dowel starting with the larger blocks first.
4. After all ten blocks have been stacked, have students now take one block at a time off the dowel.

U.K.R.S.E.I.M.C's Related Material: Contrast Cone

Activity #2 Placing Bead Board

Materials:

1 piece of wood with several holes spaced ¼ to ½" apart
25 beads
1 container

Procedure:

1. Have the students adjust to the materials they will be working with.
2. Show the students how to place beads on the board.
3. Have the students reach into the container and take one bead at a time and place it into one of the holes on the board.
4. Have the students complete the exercise by placing the other twenty-four beads into place.
5. If student has trouble placing beads, guide his hand as he is doing the exercise.

Errors:

1. Taking too many beads at one time out of the container.
2. Placing two beads into one hole.

Related Material: Cylinder blocks, Knobless cylinders, Geometric shapes, Inset boards, Pegboard and Pegs, Merri-Peg Beginners Board

Activity #3 Pounding Bench Hammering

Materials:

1 pounding bench
1 hammer

Procedure:

1. Let the students adjust to the new materials being used.
2. Show the students how the operation is done.
3. Have the students grip the hammer in either right or left hand.
4. Have the student hold pounding bench in free hand.
5. Have the student tap lightly with the hammer on the first dowel until completely flush with the bench.
6. After all dowels have been pounded in, turn over pounding bench and start procedure over again.

Errors:

1. Gripping hammer too loosely, with result that hammer will twist or fall out of the hand.
2. Not keeping the pounding bench steady and missing the dowels.

Related Material: Pounding bench, Workbench

Activity #4 Plastic-Bolt-And-Nut Exercise

Materials:

1 plastic bolt
1 plastic nut

Procedure:

1. Have students adjust to the new materials.
2. Show students how the exercise of putting the nut on the bolt is done.
3. Have the students hold the bolt upright.
4. Have the students place the nut on the bolt in a clockwise direction until the nut is completely tightened.

Activity #5 Shape Sorting

Materials:

Several different shapes varying in sizes and/or color with a minimum of two of each shape of each size or color.

Procedure:

1. Have the students adjust to the new materials.
2. Show the students how the objects are different by size or shape.
3. Have the students try to divide the shapes first by shape, then by size, then by color, then by shape and color, and by size and color.

Errors:

1. Unable to recognize the different shapes, sizes, and color.
2. Unable to recognize a combination of shape and color or size and color.

Related Materials: Color sorting box, Geometric shapes inset boards, Jumbo Color dominoes, Fit-A-Space, Large Parquetry, Small Parquetry, Form Board, Shape-Soring Box, Shape Dominoes.

II. PROBLEM SOLVING

Activity One: With this activity, the teacher prepares the patterns on sheets of paper, and the students are told to "circle the one that matches the first one."

1a. One Pattern Match.

■ | □ △ ○ □

2a. Two Pattern Match.

△□ | □○ △□ △△ ○△ △□

3a. Three Pattern Match.

△△△ | ○△△ ○△○ △○○ △△△

4a. Four Pattern Match.

○△○△ | ○△△○ △○○△ ○△○△

Activity Two: This activity is one of pattern sequences for young students. The teacher starts the pattern and the students continue.

1b. One Pattern Continue.

○△△ | (students duplicate pattern on this side)

2b. Two Pattern Continue.

○△□ - ○△△ |

3b. Three Pattern Continue.

○△H · ○△△ - ○△○

4b. Four Pattern Continue.

△▭ - ○○ - ▭▭ - △△ |

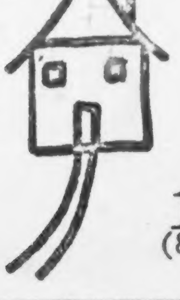
Activity Three: Whole and Parts of Wholes

This is an activity of the student's ability to see the whole of something and supply the missing parts.

1c. The teacher draws a picture of a person but leaves something off (an ear, an eye, a nose, a hand). The students must identify the missing part.

2c. The teacher or a student makes a picture of some object (a bed with a missing leg, a car with a missing headlight or wheel), and the students draw the same object but add the missing part.

3c. Two identical objects are drawn, except that one has a missing part. The students are to add the missing part.



III. DRAMATICS

This section is designed so as to include eye-hand coordination, motor-development, and finger dexterity through the use of dramatic finger plays.

Activity One: **Five Little Pigs**

This little pig
Danced a merry, merry jig;
(Point to your thumb)
This little pig
Ate candy
(Point to your pointing finger)
This little pig
Wore a blue and yellow wig;
(Point to your middle finger)
This little pig
Was a dandy
(Point to your ring finger)
This little pig
Never grew to be big -
So they called him Tiny Little Andy.
(Point to your little finger)

Activity Two: **The Beehive**

(Make a fist with your right hand. This is a beehive. Bring out a finger as you count each bee. Begin with your thumb)
HERE IS THE BEEHIVE. Where are the bees?
Hidden away where nobody sees.
Soon they come creeping out of the hive-
One! - two! - three! four! five!

Activity Three: Hands On Shoulders

(The rhyme will help you to know what to do)

Hands on shoulders, hands on knees,
Hands behind you, if you please;
Touch your shoulders, now your nose,
Now your hair and now your toes;

Hands up high in the air,
Down at your sides; now touch your hair;
Hands up high as before,
Now clap your hands, one, two, three, four.

Activity Four: Right Hand, Left Hand

(Each line of this rhyme will tell you what to do with your hands.)

This is my right hand.
I'll raise it up high.
This is my left hand.
I'll touch the sky.
Right hand, left hand,
Roll them around,
Left hand, right hand,
Pound, pound, pound!
(pound fists on top of one another)

IV. MUSIC AND RHYTHM

Activity One: **Marching Band**

We have a marching band;
  We think it is quite grand.
The drums go boom-ti-boom!
  The flutes go tootle-de-toot!
There's fun for everyone,
  When we march in the sun.

(Lead students in marching around the room or playground. Let them do appropriate motions to play instruments. Make up other instrumental sounds if you want to extend the activity.)

Activity Two: **The Grocery Store**

I like to help my mother shop
  (Nod)
When we go to the store.
  (Walk to store)
I take the cans down from the shelf,
  (Pretend to take cans from shelf)
And then go back for more.
  (Place cans in cart)

I push the cart up to the stand;
  (Pretend to push cart)
The food goes in the sack.
  (Pretend to put food in sack)
And then the grocer smiles at me
  (Smile)
And calls out, "Hurry back!"
  (Wave to grocer)

Activity Three: Helping

I like to dry the dishes,
  I like to make my bed;
But what I like the best of all
  Is to run outdoors instead!
I like to dust the table,
  I like to rake the leaves;
But what I like the best of all
  Is to play with my dog Reeves!

(Lead children in doing appropriate actions for each line.)

V. GAMES

Activity One: Beading The String

Players: Any age group and number

Materials: String and beads or macaroni

Type: Competition - race

Procedure:

Put a big bowl of beads or macaroni on a table, and give each player a string about two or three feet long. If players are young or have poor finger dexterity use large beads with large holes for the first few times.

When the signal is given the players start stringing. After a given amount of time the game ends. The player with the most beads on their string is the winner.

Activity Two: Hit The Basket

Players: Any age group and number

Materials: Ball and a weighted trashcan or box

Type: Eye-hand coordination, accuracy skill

Procedure:

Players stand in a line. One player has the ball. Place a weighted trash can or box a set distance from the line of players.

Players then take turns throwing the ball into the basket without knocking the basket over. Stress is on proper throwing the ball and recovering the ball for the next player. Each time the ball hits in the basket a point is scored.

After several tries, the players may be divided into two or more teams to add competition and excitement.

VI. ARTS AND CRAFTS

Activity One: **Pencil Holder**

Materials:
- glue
- yarn
- juice or small tin can

Procedure:

Cover the top inch of outside of can with glue and wind yarn row by row, being sure each is close to the previous row. Add more glue and yarn until finished, changing colors if desired.

Activity Two: **Paper Weaving**

Materials:
- 1 piece of construction paper (9"x12") with nine cuts ½" from the edge of the paper, 1" apart
- 6 different-colored construction paper (1"x 9")

Procedure:

Have the student place cut construction paper on the working surface. Then place the first colored strip through the cuts in the construction paper by interweaving through the cuts of paper and push to the edge evenly. Continue this alternate weaving until all strips have been woven.

Activity Three: **Pinwheels**

Materials:
- Construction paper
- Scissors and paste
- Pencil or dowel stick
- Straight pin
- Small bead

Procedure:

Cut a six inch square from construction paper. Cut two paper circles, one about one inch in diameter, and the other slightly smaller. Paste the larger circle in the center of the square to give added strength to the pinwheel.

Cut from each cornor of the square towards the center, stopping at the pasted circle. Overlap every other outer corner across the center of the square. Push a pin through the center of the smaller paper circle, then through the center of the pinwheel, then through the hole in the bead, and finally push it firmly into the pencil or dowel stick.

The wind will make the pinwheel spin gayly.

Unit Resources:

Behrman, Polly, Activities for Developing Visual-Perception, Academic Therapy Publications, San Rafael, California (IMC #70-0175-01-01)

Holl, Adelaide, Finger Plays, Golden Press, New York, 1964. (IMC #70-0012-01-01)

Follow The Leader, Millward Teaching Aids Co., Wellesley Hills, Mass. (IMC #70-0111-01-02)

Robbins, Clive, Children's Play-Songs, Theodore Presser Co., Pennsylvania, 1962 (IMC #69-0015-04-01)

Smiley and Gilles, Teaching With Rhythmic Activities, David C. Cook Publishing Co. Elgin, Illinois, (IMC #70-0111-02-01)

Zaetz, Jay L., Occupational Activities Training Manual For Severely Retarded Adults, (IMC #01-0207-01-01)

Teacher's Guide for the Trainable Program, Baltimore City Public Schools, Baltimore, Md. (IMC #01-0235)

Curriculum Guide-Trainable Retarded (Don F. Evans), Stockton Unified School District, California. (IMC #01-0232-01-01)

Curriculum Guide For Teachers of Trainable Retarded Children, State of Missouri Schools for Retarded Children, 19[illegible]. (IMC #01-0214-01-01)

Peterson and Jones, Guide to Jobs for the Mentally Retarded, American Institute for Research, Pittsburgh, Pennsylvania, (IMC #01-0210-01-01)

Frankel and Frankel, 101 Best Games for Girls, Sterling Publishing Co., Inc., New York, 1968 (IMC #70-0104-02-01)

Platts, Mary E., Create, Educational Service, Inc.; Stevensville, Michigan, 1966 (IMC #69-0061-01-0

APPENDIX

University of Kentucky Regional Special Education Instructional Materials Center's Available Perceptual-Motor Aids For Use With This Unit

Cylinder Blocks (#70-0021-01 through 70-0021-04)
Set of four hardwood blocks each with ten wells for ten knobbed cylinders of varying sizes. Teaches size and shape descrimination and aids in motor development.

Knobless Cylinders (#70-0022-01 through 70-0022-04)
Four sets of ten knobless wooden cylinders; each fits into own wooden box. All are color coded with non-toxic enamel and vary in size. Teaches size, shape and color discrimination. Aids in motor coordination.

Geometric Shapes Inset Boards (#70-0026-03)
Set of six geometric shapes which are to be placed in the corresponding tray. Develops sense of design, figure discrimination and fine motor skills.

Color Sorting Box (#70-0055-01 through 70-0055-02)
A wooden rectangular box with ten slits in the top and two guide insert strips of colors and numbers one through ten. Fifty insert squares with pictures of varying quantities and a set of colored wood squares are included. Aids mathematical skills and eye-hand coordination development.

Jumbo Color Dominos (#70-0056-01)
Wooden blocks containing different colored dots can be matched through colors or by a number of dots. Designed to increase perceptual discrimination and manual coordination.

Parquetry Blocks (#70-0058-01)
Thirty interfitting colored blocks form designs which strengthen form discrimination and manual coordination. Six design charts included.

Fit-A-Space (#70-0064-01)
Consists of eighteen sponge-rubber circles, each with three geometric design cut-outs. Purpose is for child to fit proper cut-out with correct circle, matching the color as well. Develops form discrimination and motor control.

Pegboard And Pegs & Designs (#70-0083-01 through 70-0083-04)
Sturdy plastic board with slightly raised corners for guides overlays. Twenty-four plastic pegs in six basic colors. One hundred design cards are divided into two categories; overlays and pattern sheets. Develops eye-hand coordination, figure discrimination and fine motor control.

Large Parquetry, Designs and Insert Boards (#70-0095-01 through 70-0095-03)
Thirty-two hardwood blocks in three shapes and six primary colors can be used with the twenty-two color design cards to show organization and spatial relations. Also five boards containing the various shapes in different rotations may be used. Develops form discrimination, eye-hand coordination and fine motor control.

Small Parquetry, Designs and Paper (#70-0096-01- through 70-0096-03)
Box of hardwood blocks in four basic shapes and six primary colors are used with the twenty-four color designs to show organization and spatial relations. Also adhesive paper in the six colors and die-cut into the various shapes may be used. Aids figure discrimination, eye-hand coordination and fine motor control.

Learning And Playing Fifty Vigorous Activities For The Atypical Child (#70-0105-01)
Cards arranged in sections, e.g. line and circle games, provide action for the total body as well as thought games for the mentally and physically handicapped and normal child. Sections are presented in order of difficulty and are introduced by a brief purpose and teaching guidelines. Aids perceptual and motor development.

Merri-Peg Beginners Board (#70-0108-01)
Hardwood board criss-crossed with red lines holds twenty-five extra large pegs. Aids eye-hand coordination, visual discrimination and fine motor control.

Follow The Leader (Action Rhymes) (#70-0111-01)
Paper bound book with colorful pictures presents simple rhymes with suggested movements for young children. Aids in motor development and perceptual skills.

Teaching With Rhythmic Activities (#70-0111-02)
A paper bound book with colorful illustrations presents simple rhymes for children. Suggested motions included. Aids motor development and perceptual skills.

Giant-Size Dominoes (#70-0135)
These giant dominoes create an interest in numbers even when used as blocks. Can be used as a game on a table or as blocks on the floor.

Pounding Bench (#70-0146)
A two sided pounding play unit with multi-color pegs. Set screws control tension of each wood peg.

Work Bench (#70-0147)
Complete take-apart workbench. Child learns to handle tools, threading and placement of screws, nuts, bolts, and nails.

Jumbo Beads (#70-0168)
An assortment of 1 1/8" beads in five shapes and six colors.

Form Board (#70-0127)
Painted in contrasting colors or varnished, the board holds raised geometric shapes. The shapes are large, raised 1/8" above the level of the board for easy removal and handling. Helps students understand geometric forms, the corresponding terminology, and helps develop discrimination and manual dexterity.

Progress Development Project #1 (#70-0128)
Raised shapes colorfully enameled are attached to sturdy varnished 8" square plaques; eight plaques to a set. Within the set, one plaque is complete; one or more essential parts are omitted from the others so that the student may identify which parts are missing. Prepares children in technique of taking tests, permits measurements of progress.

Toys To Develop Perceptual Skills (#70-0177)
The materials in this unit provide enrichment experiences particularly related to visual discrimination skills. These perceptual skills form a base for later development of more precise academic abilities. The teacher's guide offers many suggestions on how to use each toy or game in structured, small group play. Components may be used in tested instructional settings to establish a vocabulary of discrimination: color, shape, and dimensional labels as well as abstract terms like "same" and "different."

Form Board (#70-0120)
Color and form board. Raised shapes are matched in color and shape to corresponding cutouts in the puzzle.

Activities For Developing Visual Perception (#70-0175)
A manual for teachers which sequentially describes over 100 organized activities that can be used to help children develop skills they need for perceptual organization.

Lawson Training Kit (#71-0004)
A training kit of four units dealing with money, signature, survival words, and foods. Ideal for use with the young adult in pre-vocational training.

Shape-Sorting Box (#70-0142)
A wooden box with various shaped blocks. Teaches shape recognition, hand movement dexterity, and hand-eye coordination.

Contrast Cone (#70-0143)
A contrasting wooden cone. Teaches color discrimination and size discrimination.

Picture Dominoes (#70-0144)
Wooden dominoes teaching simple picture discrimination for the young child and slow to learn child. Also teaches a small amount of color discrimination along with the object discrimination.

Shape Dominoes (#70-0145)
Wooden dominoes teaching geometric shape discrimination for the young child and slow to learn child. Also teaches a small amount of color discrimination along with the object discrimination.

MOBILE RECREATION AND PHYSICAL EDUCATION UNIT

RESOURCE GUIDE
FOR
DAY CARE CENTERS

UNIT VI

onthly Theme: Civic Responsibility

In the development of related programs in student civic responsibility a reinforcement of previously learned skills in health, grooming, and human relations may be followed along with the new material of this unit.

The basic needs established with regard for civic responsibility and developed in this unit are:

1. Good citizen and community helper.
2. Can function in case of an emergency.
3. Can make use of community resources.
4. Community mobility.

The appendix contains several visual aid items available on a two week loan from the University of Kentucky Regional Special Education Instructional Materials Center for use in teaching who are the community helpers and what they do.

I. MUSIC AND RHYTHM

Activity #1

The Policeman

I'm a jolly policeman
  (Point to self, smile)
Standing tall and straight
  (Stand tall)
When I hold my hand up high,
  (Hold up arm)
The cars all stop and wait.

When I spread my arms out
  (Spread arms wide)
You may cross the street.
  (Point to others)
Do not run or walk too fast,
  (Walk slowly)
But do not drag your feet.
  (Walk faster)

*Variations: Begin by having all students do the motions. After some practice at this a police hat may be made and worn by one student while the others move as if they were cars going down the street or people walking down the street. Take turns at being the policeman or using it as a reward.

Activity #2

The Fireman

I am a fireman small;
  I hear the firebell call.
I put on boots
  And coat
  And hat,

And climb on my truck tall.

I turn my truck about.
  "There's the fire!" I shout.
I get my hose
  And squirt
  And squirt,
Until the fire's out!
  (Lead students in appropriate motions for each line remembering this is a chant while rhythmic motion is performed.)

Activity #3

Fireman, Fireman

(Tune: Ten Little Indians)

Fireman, Fireman, save my baby,
Fireman, Fireman, save my baby,
Fireman, Fireman, save my baby,
Fireman, save my child.

1. She's got hair like a wornout dishrag. (Repeat 3 times)
   Fireman, save my child.
2. She's got eyes like a crossword signboard. (Repeat 3 times)
   Sireman, save my child.
3. She's got a nose like a ripe tomato. (Repeat 3 times)
   Fireman, save my child.
4. She's got lips like a balloon tire. (Repeat 3 times)
   Fireman, save my child.
5. She's got a neck like a baby giraffe (Repeat 3 times)

   Fireman, save my child.
6. She's got arms like a baby gorilla (Repeat 3 times)
   Fireman, save my child.
7. She's got a shape like Ma's old ironing board. (Repeat 3 times)
   Fireman, save my child.

8. She's got legs like a grand piano (Repeat 3 times)
   Fireman, save my child.
9. She's got feet like a U.S. Steamboat. (Repeat 3 times)
   Fireman, save my child.
10. Oh, boy! Oh, boy! That's my baby,
   That's my baby now!

*Variation: Once tune is used often enough to learn, motions of pointing to body parts may be added.

Activity #4 The Bus Song

1. The wheels on the bus go round and round,
   round and round.
   The wheels on the bus go round and round,
   all over the town.
2. The horn on the bus goes toot, toot, toot.
   The horn on the bus goes toot, toot, toot,
   all over the town.
3. The children on the bus go up and down,
   up and down.
   The children on the bus go up and down,
   all over the town.
4. The wipers on the bus go swish, swish, swish.
   The wipers on the bus go swish, swish, swish,
   All over the town.

*Variation: Motions may be added to the various verses once the students learn the song.

II. DRAMATICS

Activity #1

The Postman

(This activity shows two motions for the same verse. First use one motion till the students learn those motions before changing to the other set of motions. It makes no real difference which motions are selected first. This depends on group members and size.)

This is the way the postman comes
Walking down the street,
(One child walking) (Finger-walking motion)
Left right-left right.
(Marching in place) (Pat right hand-then left hand on floor)

I can hear his feet
(Child listening) (Hand at ear listening)
He sometimes smiles and waves at me;
(Postman smiles and waves) (Make smile motion)
I clap my hands in glee,
(Show joy-clap hands) (Clap hands)
For this is the way he lets me know
(Point to self) (Point to self)
He has a letter for me.
(Wave letter) (Wave letter)

Activity #2

The Airplane

Little airplane up in the sky,
(Child with outstretched arms)
Sometimes you're low, sometimes you're high.
(Stooping with outstretched arms)

(On chair or standing tall with outstretched arms)
You twirl, and spin, and go 'round and 'round;
You make a loud and noisy sound.
(Twirling and spinning, going in circles with arms outstretched, making noise like an airplane)
Little airplane up in the air,
You fly away, I know not where.
(Students run away and hide.

Activity #3

Five Little Soldiers Finger Play

Verse	Finger Movements
Five little soldiers standing in a row	One hand fingers extended up.
Three stood straight and two stood so,	Three fingers straight, two bent.
Along came the captain, and what do you think?	Thumb of other hand approaches.
They all stood up straight just as quick as a wink.	Fingers extended.

Activity #4

Ten Little Soldiers Finger Play

Verse	Finger Movements
Ten little soldiers standing in a row	Fingers extended.
They all bow down to the captain so,	Bend fingers.
They march to the left,	Move hands to left,
they march to the right,	right,
They all stand straight quite ready to fight,	Extend fingers.

Along comes a man with a great big gun, And you just ought to see those soldiers run.	Leader points index finger at other's hands. Fingers scamper away.

Activity #5

The Train Finger Play

Verse	Finger Motions
The great big train goes down the track It says "Toot, Toot, and then it goes back.	Extend arm and hand. With other hand make fist, slide back and forth.

III. MOTOR DEVELOPMENT

Activity #1 Learning Directionality

Specific Learning	Experiences	Materials
Difficulty in establishing relationship to environment	1a. Walk a Square Start at the X on the floor. Place the heel of one foot to the toe of the other foot. In this manner, walk four steps forward; turn left, walk four steps forward; turn left walk four steps forward, turn left, walk four steps forward so that the X is reached. Perform the same activity by turning to the right.	Masking tape X on the floor.
	1b. Marching March and respond to the commands-right, left, and about face.	
	1c. Heel-Toe Walking	

Activity #2

Bowling and Sports

Teach the basic steps in bowling through the use of bowling sets or by making bowling pins and a ball for practicing these basic steps. Then make the students aware of bowling areas and leagues in the community-especially those at a local YMCA or Youth Community Center.

Likewise, teach basic steps in baseball, volleyball, and basketball. Also introduce the students to various community teams now existing in these sports and how they would go about joining such teams or going to watch them play.

IV. COMMUNICATION

Activity #1

Transportation In The Community

Through the use of picture sets listed in the appendix or the use of magazine pictures, means of transportation can be discussed. Use this period to talk about these transportation vehichles, how we act while on them, and how we go about using them.

Sample teaching outline might include:

1. What things are carriers
   a. Things we use
      (1) Our bodies
         (a) Ourselves
            feet
            legs
         (b) To carry our things
      (2) Animals we use
         (a) Horse
         (b) Mule
      (3) Vehicles we use
         (a) baby carriage
         (b) bicycles
         (c) doll buggy
         (d) cars
         (e) buses
         (f) train
         (g) airplane
2. What these carriers look like
   a. colors
   b. sizes
   c. shapes
3. What these carriers sound like

4. What we do with our carriers and how we use them.

Activity #2

Understanding the Law*

Through this period of quiet discussion, the teacher and students can talk about examples of rules and laws; establish and understanding of them; and talk about what happens when we break laws.

Sample questions to begin discussion might include:

1. Do you have any rules you have to follow at home or school?
2. For instance, are you supposed to take care of little brothers and sisters after school, take out the garbage, etc.?
3. Are there any rules your parents have to follow?
4. Can your dad drive his car as fast as he wants to any time? - An example of a rule your dad has to follow is, "Don't drive his car over ---- miles an hour."
5. Are there other rules that everyone has to follow all the time?
   ----Can we steal money or things from stores and people?
   ----Can we murder somebody?

When talking about each law be sure to state the law, include then who has the job of seeing that we follow that law, and what happens when we don't keep the laws.

* An excellent resource for this activity is: Understanding The Law: A Guide for Teaching the Mentally Retarded, Iowa State Department of Public Instruction, University of Iowa, 1969 (IMC #01-0233-01-01) --several copies are available upon request.

Activity #3

Storytelling

Through the use of picture sets and picture books, the teacher can begin stories about community workers and then allow the students to tell about the local fireman, policeman, and other community helpers.

V. ARTS AND CRAFTS

Activity #1

Community Traffic Signs

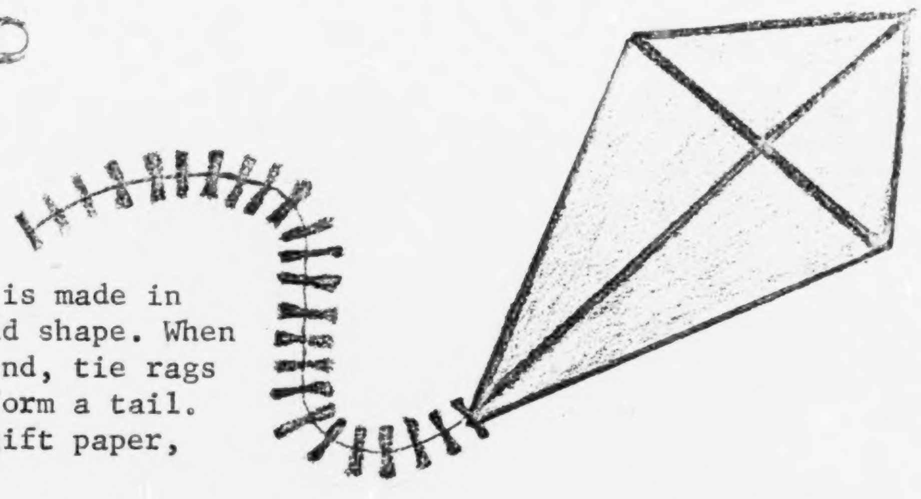
In having the students talk about traffic safety, give them paper and crayons so they might draw and color the individual signs. At first you may want to draw the signs and have them color them, but soon allow the students to try drawing them.

Activity #2

A Diamond Kite

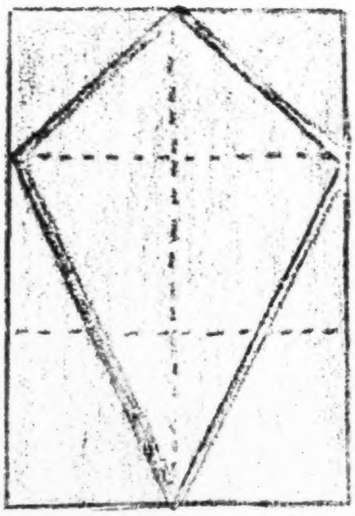
Kite flying is often a family or community affair during spring and fall months. During arts and crafts, allow the students to make kites this easy way.

A DIAMOND KITE



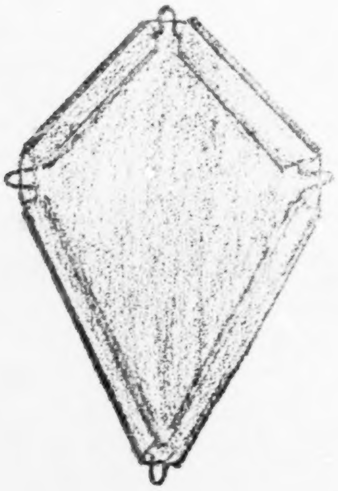
This streamlined kite is made in the traditional diamond shape. When flying it in a high wind, tie rags to the bottom tip to form a tail. Use a piece of heavy gift paper, about 20 x 30 inches.

(A Diamond Kite cont'd)



1.

Fold paper in half lengthwise. Mark top and bottom of fold with a pencil. Unfold and refold in thirds the other way. Mark each edge of one of the fold lines. With a ruler and a pencil connect these marks. Then cut out the diamond.



3.

Before pasting down the border, place a long piece of string in fold. Join at the top, Don't fold points already pasted. Let string pass over them loosely. Cut two thin wood sticks 1 inch longer than length and width of the kite.

Fold b
each p
shown
cloth.
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Place
with s
corner
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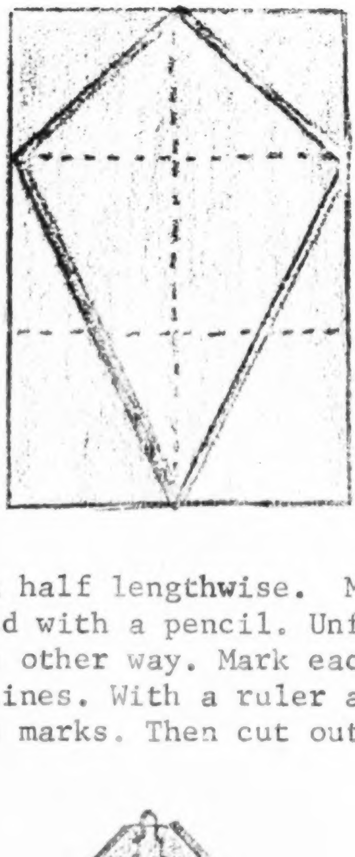
(From: Do-It Book, McCall's Golden Press)



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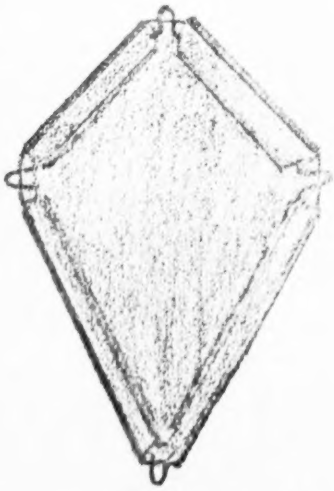

3.

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 Cut two thin wood sticks 1 inch longer
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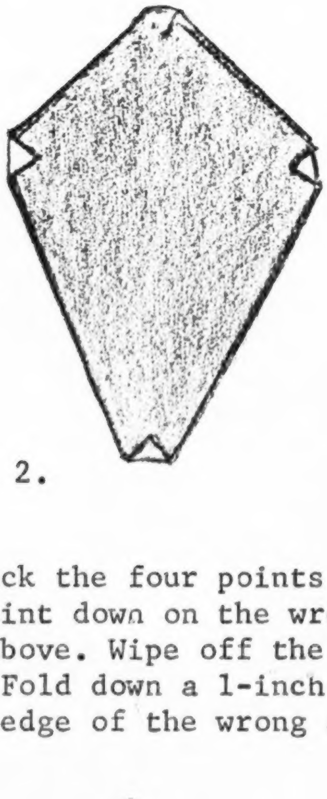
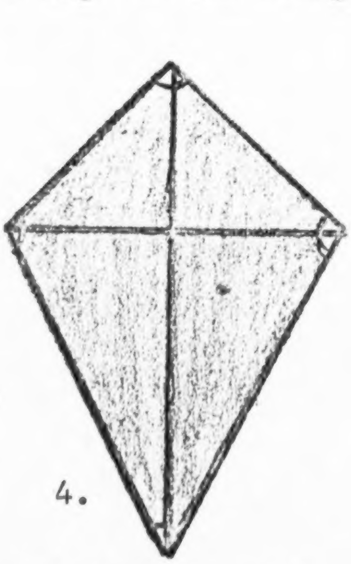


2.

Fold back the four points of the diamond. Paste each point down on the wrong side of the paper, as shown above. Wipe off the excess glue with a cloth. Fold down a 1-inch border around the entire edge of the wrong side of the diamond.



4.

Place sticks over paper so that they cross. Tie with string. Fasten sticks under loops of string at corners and paste border with airplane glue. Poke a hole in paper at crossing and then slip tying string through hole and tie to the crossing sticks.

Activity #3 Wall-Paper Flowers

Petals of wall-paper, and centers of construction paper are held together by a paper clip.

Activity #4 Crayon Illustrations

On white paper draw pictures of favorite community workers in action. All of the individual pictures may then be pasted on a roll of paper to create a classroom wall mural.

VI. GAMES

Activity #1

Circle Stride Ball

Players: Any age group and number

Materials: Ball (basketball size)

Procedure:

All but one of the players form a circle, standing in stride position (with feet touching those of the next player.) The odd player stands in the center, and tries to roll a basketball between the legs of a player in the circle. The circle players bend over and use their hands to prevent the passage of the ball. Play continues until the center player succeeds in sending the ball between some player's legs. The two players exchange places, and the game continues.

Activity #2

Volley Catch-Ball

Players: Any number within reason divided into two teams.

Materials: Net and volleyball

Procedure:

The group is divided into two teams, one on either side of the net. A player throws the ball over the net with both hands. A player on the other side must catch it and throw it back. If the ball falls to the ground without being caught, the team that threw it scores one point. The team that lost the point then serves (or throws back) the ball to resume play. Eleven points, or any other predetermined number, are a game.

Variations:

A beanbag may be substituted for the volle
in the catch-ball game.
Then the group has become adept at volley
ball, substitute a lightweight beach ball.
hit the ball back and forth as in regular

Unit Resources:

A Design for Daily Living Curriculum Guide for Children and Youth Wit
Duval County Schools, Jacksonville, Fla., 1966. (IMC #01-0220-01-01).

Diversified Games and Activities of Low Organization for Mentally Ret
Center-Recreation for the Handicapped, Carbondale, Illinois (IMC #01-

Do-It Book, McCall's Golden Press

Ellis, Mary J., Fingerplay Approach To Dramatization, T.S. Denison an

Guide for Training Recreation Leaders in Constructive and Creative Re
Mentally Retarded (IMC #01-0236-01-01)

Louisville Public Schools Curriculum Division, A Developmental Approa
Children (IMC #06-0056-01-01)

Smiley and Gilleo, Teaching With Rhythmic Activities, David C. Cook P

Understanding The Law: A Guide for Teaching the Mentally Retarded, Io
Instruction, University of Iowa, 1969 (IMC #01-0233-01-01)

Carlson and Ginglend, Recreation for Retarded Teenagers and Young Adu
Nashville, Tennessee, 1968 (IMC #01-0200-01-01)

Variations:

A beanbag may be substituted for the volleyball in the catch-ball game.
Then the group has become adept at volley catch-ball, substitute a lightweight beach ball. Players hit the ball back and forth as in regular volleyball.

s:

Daily Living Curriculum Guide for Children and Youth With Intellectual Disabilities,
Schools, Jacksonville, Fla., 1966. (IMC #01-0220-01-01).

ames and Activities of Low Organization for Mentally Retarded Children, Information
tion for the Handicapped, Carbondale, Illinois (IMC #01-0237-01-02).

cCall's Golden Press

., Fingerplay Approach To Dramatization, T.S. Denison and Co. (IMC #70-0101-01-01)

ining Recreation Leaders in Constructive and Creative Recreation Activities for the
rded (IMC #01-0236-01-01)

blic Schools Curriculum Division, A Developmental Approach To Learning For Young
#06-0056-01-01)

lleo, Teaching With Rhythmic Activities, David C. Cook Publishing Co. (IMC #70-0111-02-01)

The Law: A Guide for Teaching the Mentally Retarded, Iowa State Department of Public
University of Iowa, 1969 (IMC #01-0233-01-01)

inglend, Recreation for Retarded Teenagers and Young Adults, Abingdon Press,
nnessee, 1968 (IMC #01-0200-01-01)

APPENDIX

University of Kentucky Regional Special Education Instructional Materials Center's Available Visual-Aid Items For Use With This Unit

Community Helpers: Picture Packet (85-0033-01-01)
Twelve 11" by 14" full-color pictures of such community helpers as ice cream man, TV repairman, newsboy, street cleaner, milkman, policeman, fireman, telephone man, mailman, parcel delivery, visiting nurse, librarian.

Twelve Friends Pictures (85-0034-01-01)
Twelve full-color pictures showing community helpers and community interaction among friends.

Zoo Animals (85-0033-0401)
Twelve 11" by 14" full color pictures of zoo animals such as monkey, elephant, bear, tiger, giraffe, kangaroo, deer, lion, zebra, camel, hippopotamus, seal.

About Family Helpers (65-0077-02-01)
A pictorial easy to read book about family members and their duties to each other. Ideal for use in storytelling sessions.

About Friendly Helpers Around Town (65-0077-04-01)
A pictorial easy to read book about people living and working in the service professions around the town. Included are the milkman, the plumber, the moving men, the bus driver, the trash collectors, and the gas station attendant. Ideal for use in storytelling sessions.

Our Post Office And Its Helpers (65-0078-05-01)
A pictorial easy to read book about the post office and how mail gets from one person to the next. Ideal for use in storytelling sessions.

Freedom and Our U.S. Family (65-0078-03-01)
A pictorial easy to read book about the United States-how it came about, who lives here, food we have and the people we live and work with. Ideal for use in storytelling sessions.

Job Puzzles (70-0092-04-01)
Set of seven puzzles dealing with seven different community helpers such as painter, fireman, football player, policeman, etc.

Community Helpers At Work (65-0099-01-01)
An Instructo Activity Kit designed to be used in developing meaningful concepts and relationships. In building various scenes the creator develops and understanding of the job duties of the fireman, policeman, mailman, and doctor. (-opportunity for oral language development)

My Home And Family (White) (65-0100-02-01)
My Home And Family (Negro) (65-0100-01-01)
Each an Instructo Activity Kit designed to help develop the ability to recognize and name various members of the family, possible visitors, and pets. It sets the stage for creative storytelling, role playing, and a study of home and family relationships. (-opportunity for oral language development)

Wall-Size Standard Traffic Control Signs Chart (85-0014-01-01)
Shows all common traffic signs, warning signs, guide signs, and construction and maintenance signs for teacher-student education.

Police Department Helpers (85-0015-01-01)

Postal Helpers (85-0015-02-01)

Supermarket Helpers (85-0015-03-01)

Dairy Helpers (85-0015-04-01)

Hospital Helpers (85-0015-05-01)

Fire Department Helpers (85-0015-06-01)
Each a picture-story study print set for use in storytelling, bulletin board displays, individual study, and creative storytelling experiences.

My Community Teaching Pictures (85-0024-01)
Set of twelve teaching pictures and twelve resource sheets on people and places within the community.

Safety Theme, Teaching Pictures (85-0024-02-01)
Twelve teaching pictures on home and community safety.

Home And Community Helpers Teaching Pictures (85-0024-03-01)
Twelve full color pictures with twelve resource sheets on family and community helpers.

Children And The Law, Teaching Pictures (85-0024-04-01)
Twelve full color pictures with twelve resource sheets on safety and respect for animals and others.

A Trip To The Zoo, Teaching Pictures (85-0024-08-01)
Twelve full color teaching pictures with twelve resource sheets on familiar zoo animals.

A Trip To The Farm, Teaching Pictures (85-0024-09-01)
Twelve full color teaching pictures with twelve resource sheets on farm animals and farm operations.

Transportation, Teaching Pictures (85-0024-11-01)
Twelve full color teaching pictures with twelve resource sheets on twelve different forms of transportation.

Gibson, John S., Citizenship, Dimensions Publishing Co., 1968 (04-0073-15-01)
One book in the Dimensions in Early Learning Series which serves as a teacher's guide to such topics as: Citizenship Education, Socialization of the Preschool Child into the Civic Culture, Socialization of the Five-to-Ten Year-Old Child into the Civic Culture and Citizenship Education and the Democratic Civic Culture: The Role of the Family.

Urban Education Studies Level A: Growing Is. . . (85-0021-01-01)

Urban Education Studies Level B: A Family Is . . (85-0021-02-01)

Urban Education Studies Level C: A Neighbor Is . (85-0021-03-01)

Urban Education Studies Level D: A City Is . . . (85-0021-04-01)

Urban Education Studies Level E: Work Is . . . . . (85-0021-05-01)

Urban Education Studies, Level F: Opportunity Is (85-0021-06-01)

Urban Education Studies, Level G: Recreation Is. (85-0021-07-01)

Urban Education Studies: Level H: Renewal Is . . . (85-0021-08-01)

Each is a spiral bound large book of pictures on the various topics mentioned. Ideal pictures to use in storytelling.

Teacher's Guide To Accompany The Urban Education Studies Series (85-0021-09-01)

Rural Education Studies, Level A; Growing Is . . . . (85-0022-01-01)

Rural Education Studies, Level B: A Family Is. . . . . . . (85-0022-02-01)

Rural Education Studies, Level C: A Neighbor Is. . . . . . (85-0022-03-01)

Rural Education Studies, Level D: A Community Is . . . . . (85-0022-04-01)

Rural Education Studies, Level E: Work Is. . . . . (85-0022-05-01)

Rural Education Studies, Level F: Farm To Market . . . . . (85-0022-06-01)

Rural Education Studies, Level G: Opportunity Is . . . . . (85-0022-07-01)

Rural Education Studies, Level H: Conservation Is. . . . . (85-0022-08-01)

Each is a spiral bound large book of pictures in rural community dealing with the various topics of each level. Ideal pictures to use in storytelling.

Teacher's Guide To Accompany The Rural Education Studies Series (85-0022-00-01)

MOBILE RECREATION AND PHYSICAL EDUCATION UNIT

RESOURCE GUIDE
FOR
DAY CARE CENTERS

UNIT VII

Monthly Theme: Outdoor Recreation

As much as anyone, the mentally retarded student has a capacity to enjoy the beauty and opportunity within the out-of-doors. Outdoor recreation includes those experiences that involve being in, using, enjoying, and interpreting the natural environment.

Through this unit, it is hoped the retarded child will develop the basic needs of:

1. Likes being outdoors
2. Demonstrates skills
3. Knows community resources

The appendix contains several visual aids items available on a two week loan from the University of Kentucky Regional Special Education Instructional Materials Center for use in teaching and learning about our natural environment and wildlife.

I. DRAMATICS (Finger Plays)

Activity #1

Raindrops

Rain is falling down, rain is falling down.
  (Raise arms, flutter fingers to ground
   tapping floor, or tap palm of hand.)
Pitter-patter, pitter-patter,
Rain is falling down.

Activity #2

My Garden

This is my garden;
  (Extend one hand forward, palm up)
I'll rake it with care,
  (Make raking motion on palm with three
   fingers of other hand.)
And then some flower seeds
  (Make "planting" motion with thumb and
   index finger of same hand.)
I'll plant in there.
The sun will shine
  (Make circle above head with hands.)
And the rain will fall,
  (Let fingers flutter down to lap.)
And my garden will blossom
  (Cup hands together; extend upward slowly.)
And grow straight and tall.

Activity #3

Apples

Way up high in the apple tree
  (Raise arms high above head, index fingers and
   thumbs making a circle.)

Two little apples smiled at me.
I shook that tree as hard as I could,
  (Shake arms.)
And down came the apples;
  (Drop one arm to knee; then drop other.)
M. . .M. . .M. . .were they good!

Activity #4

My Turtle

This is my turtle,
  (Make fist; extend thumb.)
He lives in a shell.
  (Hide thumb in fist.)
He likes his home very well.
He pokes his head out when he wants to eat.
  (Extend thumb.)
And pulls it back in when he wants to sleep.
  (Hide thumb in fist.)

Activity #5

Golden Fishes

Golden fishes swimming, floating,
  (Hold palms of hands together and wiggle
  them around.
Swimming, floating, all day long

II. ARTS AND CRAFTS

Activity #1 **Rock Collecting and Polishing**

Take the students on a rock hunt to see how many different rocks they can collect. Then have them clear the rocks and polish them. They may be used as paper weights or various other items.

Activity #2 **Spatter Painting**

Materials: Tempra paint, toothbrush, small stick or piece of wire screening, white or colored paper, and leaves, flowers, or other nature items.

Procedure: Lay the leaves or other items on the paper to be decorated. Make sure each piece lies as flat as possible. Dip the toothbrush bristles into tempra paint, and tap it against the side of the container to remove excess paint. Hold the brush above the paper, and rub it gently across a stick or piece of wire screening to spatter the paint across the page.
If the spatters are too large, too much paint was on the brush. When the paint has dried, remove the leaves or item.

Activity #3 **Pressing Flowers**

Simply place flowers or leaves between sheets of absorbent paper under a weight. Leave for several days in a dry place. You may want to change the absorbent paper occasionally. May be mounted and put in a nature notebook. They may also be sprayed with clear plastic.

Activity #4 Diorama

Materials: A cardboard box (a shoe box works well), construction paper, scissors, paste, and a stapler and staples.

Procedure: Cut or remove the lid from the cardboard box. Paint the exterior of the box, or cover it with colored paper. Background scenery may be cut from colored paper and pasted to the interior walls of the box. Cut figures and objects from construction paper, placing each piece within the box in proper position to form the desired scene. Each figure is cut with a tab at the base, the tab folded back, and this tab is glued or stapled to the box to keep the figure in place. Suggested scenes might include a fish tank, a forest, or a creative playground area.

Activity #5 Raising Plants From Seed

Have the students use this period to decorate plastic containers or cups on the outside and to plant one or two seeds in each cup or container. Water daily, provide light, and watch the plants grow over the weeks.

III. GAMES

Activity #1

Nature Scavenger Hunt

Participants are divided into small groups. Each group and its leader are given identical lists of things found in nature. The first group back with all the items wins.

Variation:
The scavenger hunt may be conducted in the classroom by using magazines. A list of items is put on the board with several magazines in the center of the table. If it is easy to get magazines, allow the students to tear the pictures out, otherwise just show them to the teacher.

Items might include pictures of:
grass
birds
horse
cow
deer
trees
yellow flowers
water (river, lake)
dog
snail
snake
acorns
fly
dragonfly
cat
frog
butterfly
squirrel

or any other items you see within the magazines.

Activity #2

I Spy

(Primary Activity)

While out on a nature walk or just outdoors the teacher or leader may say "I spy a robin." All students who see the robin may squat; the rest remain standing. The leader then points out the robin or asks one of the squatting children to do so. The group continues their hike until another object of interest is seen.

Variation: Pebble Cribbage
Each person picks up ten small stones which he carries in his hand or pocket. As the group hikes along, the leader points out some nature object. Everyone tries to identify the object. When the correct name is said, all those identifying it may drop a stone. The one who drops all his stones first wins. All must agree to play fair! A variation on this might be that they get a pebble for every correct identification.

Activity #3 Mystery Bag

Have nature items in boxes or bags into which the participant cannot see. Have each person feel the item in each bag and list what he things it is. The one with the most correct wins.

Variation: Blind As A Bat
Blindfolded player is led by another to various nature items about the room. As blindfolded person touches objects, he tells "keeper" what he has found. Longest list of most correct wins. Keeper may not talk to his partner to give hints.

Activity #4 Sounds
(A quiet, resting game)
Have the group sit outside and just listen to all the different sounds they can hear. Have them tell what they hear the sound as and what they think is making the sound.

IV. MOTOR DEVELOPMENT

Activity #1 **Log-Rolling Contests**

Divide the class into two or three small groups. Using small logs have each person roll the log a given distance and back to the starting line where the next team member takes over and so on until all members have had the chance to roll the log down and back.

Variation:
Keep a list of each class member's ability to roll the log a given distance by keeping track of the time. As speed increases along with log-rolling ability, increase the size of the log.

Activity #2 **Kickball**

Play on a diamond shaped area where bases are forty-five (may be decreased according to ability of players) feet apart. Regulation baseball rules are used except that a volleyball or playball is used instead of a baseball and the pitcher bowls the ball to the batter.

A "bowl" is fair if it rolls over the plate below the batter's knees. The batter stands at home plate and kicks the ball as comes across the plate. Just as in regular baseball, he runs as many bases as he can.

Activity #3 **Rope Tug-A-War**

(Caution: Do not use a rope which will cause splinters in the hands)

Divide the class into two teams with equal players on each team. (To provide more activity avoid putting all the strong players on one team.)

A handerchief or white rag is tied in the middle of the rope (twenty or thirty feet long), or a mark is made on the ground as the point they are trying to pull the other team over. Players line up, taking hold of the ropes.

The leader calls "Ready" All players assume positions. "Set!" All players pull the slack out of the rope and get ready for the pull. "Go!" All players pull with all their might. The team first to pull the other team over the center mark is the winner.

Activity #4

Leap Frog

Players stand in line, the first player in the line bending his back and catching hold of his ankles with his hands. The next player leaps over Number 1, putting both hands on his back and spreading his legs as he leaps. He then assumes the same position as Number 1. Number 3 goes over Number 1 and 2 and assumes the same position. When all players have been over, Number 1 rises and leaps over all the others. The course may start again or end here depending on number of class members and time limit.

Activity #5

Bull In The Ring

The players form a ring around the "bull," (person in center of ring) holding hands. The "bull" tries to break through. He may rush, lunge, or pull, to try to break the ring. If he escapes the players chase him. Whoever catches him becomes "bull" in turn.

V. MUSIC AND RHYTHM

Activity #1

Row, Row, Row, Your Boat
(include motions when singing)

Row, row, row your boat
Gently down the stream;
Merrily, merrily, merrily, merrily,
Life is but a dream.

Activity #2

Green Frog
(blink eyes when singing last line)

Glunk, glunk went the little
Green frog one day,
Glunk, glunk went the little green
frog.
Glunk, glunk went the little
Green frog one day.
As his eyes went Glunk, Glunk,
Glunk.

Activity #3

Two Little Blackbirds
(leader chants the verse. Leader and students do the actions.)

Two little blackbirds Sitting on a hill.	(Clench fists, thumbs sticking up)
One named Jack	(Wiggle left thumb)
One named Jill.	(Wiggle right thumb)
Fly away Jack.	(Flap left arm with big movement and thumb wiggling. Put fist behind back)

Fly away Jill	(Flap right arm with big movement and thumb wiggling. Put fist behind back.)
Come back Jack!	(Bring left fist forward. Wiggle thumb)
Come back Jill!	(Bring right fist forward. Wiggle thumb.)

Activity #4

Hoppity Toad
(Rhythm Rhyme)

I am a funny
hoppity toad
(Squat down)
Trying to jump
across the road.
(Jump in squatting position)

Winking, blinking,
my big eyes,
(Blink eyes)
Snapping at some
bugs and flies.
(Open and close
mouth quickly.)

VI. COMMUNICATION

Activity #1

Storytelling

Through the use of picture sets and picture books, the teacher can begin stories about our natural resources, about our wildlife, and about how we can enjoy outdoor recreation and what we can do outdoors.

Activity #2

Communicating With Birds Through A Bird Bath

Birds like to take a bath, especially in hot, dry weather. They will also drink from the bird bath. One can be made by putting an aluminum pie tin on a tree stump or post. An old hubcap from an automobile wheel will make a bird bath too. Make sure you put it high enough so cats cannot get at the birds.

Activity #3

Nature Listening

Have the class eat lunch outdoors and listen to all the sounds they can hear nature making. Talk about these sounds, where they came from and who or what made them.

Unit Resources:

Carlson and Ginglend, Play Activities For The Retarded Child, Abingdon Press, Nashville, Tennessee (IMC #01-0026-01-01)

Follow The Leader: A book of Action Rhymes for Young Children, David C. Cook Publishing Co., Elgin, Illinois (IMC #70-0111-01-01)

Grayson, Marion F., *Let's Do Fingerplays*, Robert B. Luce, Inc., Washington (IMC #70-0165-01

Harbin, E.O., *The Fun Encyclopedia*, Abingdon Press, Nashville, Tennessee (IMC #03-0018-01-0

Platts, Mary E., *Create*, Educational Service, Inc., (IMC #69-0061-01-01)

Van der Smissen, Betty, *Nature-Oriented Activities*, Iowa State University Press, Ames, Iowa, 2nd edition (IMC #03-0035-01-01)

Wasson, Isabel B., *Birds*, Follett Publishing Company, Chicago, (IMC #67-0056-03-01)

APPENDIX

University of Kentucky Regional Special Education Instructional Materials Center's Available Visual Aid And Instructional Materials

Eggleston - Things That Grow (67-0061-03-01)
A picture storybook about people, animals, and plants showing what they need to grow and how they grow.

Podendorf - True Book of Rocks and Minerals (67-0062-04-01)
A picture storybook telling how rocks are made, stories behind different rocks, how rocks are named, and important things to know about rocks.

Carlisle - True Book of Rivers (67-0062-11-01)
A picture storybook telling how rivers begin, how rivers change the land, how we use rivers, and our need for clean rivers.

Carter - True Book of Oceans (67-0062-12-01)
A picture storybook telling about the ocean, about ocean plants and animals, and about the ways the ocean helps us.

Leavitt- Terrariums and Aquariums (67-0060-01-01)
An ideal easy reader book on constructing terrariums, planting and caring for terrariums, and selecting and stocking aquariums.

Meeks - Mammals (67-0056-01-01)
A beginning science book on mammal life from the starfish to horses and elephants. Also included are things to do in school or at home.

Schoenknecht - Frogs and Toads (67-0056-02-01)
A beginning science book showing different types of frogs, where they live, how they help man, and what they eat. Also included are things to do in the classroom or at home.

Wasson - Birds (67-0056-03-01)
A beginning science book showing different birds, bird eggs, and where they live. Also included are things to do in the classroom or at home.

Cromer - Soil (67-0056-05-01)
A beginning science book showing what makes up soil, kinds of soil, and how soil helps us. Also included are things to do in school or at home.

Page - Rocks and Minerals (67-0056-06-01)
A beginning science book showing what makes up rocks, different kinds of rocks, and uses of rocks. Also included are things to do in school or at home.

Sullivan - Trees (67-0056-20-01)
A beginning science book showing different kinds of trees, tree parts, and uses of trees. Also included are some activity ideas.

Crosby - Beavers (67-0058-01-01)
A Junior Science Book which is an illustrated book for young readers and makes learning fun. Makes an ideal teacher resource book on beavers.

Pierce - Bird Life (67-0058-02-01)
A Junior Science Book which is an illustrated book for young readers and makes learning fun. Makes an ideal teacher resource book on bird life.

Lemmon - Trees (67-0058-03-01
A Junior Science Book which is an illustrated book for young readers while making learning fun. Makes an ideal teacher resource book on trees.

Crosby - Rock Collecting (67-0058-04-01)
A Junior Science Book which is an illustrated book for young readers while making learning fun. Makes an ideal teacher resource book on rock collecting.

Peterson - Water (67-0058-08-01)
A Junior Science Book which is an illustrated book for young readers making learning fun. Makes an ideal teacher resource book on water.

Crosby - Stars (67-0058-10-01)
A Junior Science Book which is an illustrated book for young readers making learning fun. Makes an ideal teacher resource book on stars.

Friskey - Nature (67-0063-04-01)
A True Science Library volume containing valuable information on birds, insects, and rocks and minerals. Gives a nice picture of each object as well as things we should know about it.

Parker - Nature Wonderland (64-0183-05-01)
An easy to read book on all forms of nature, showing pictures and asking simple questions about the pictures on each page. An easy to understand book ideal for teacher instruction.

Gregg - What To Do When "There's Nothing To Do", Delacorte Press, New York (69-0018-01-01)

Van der Smissen, Nature-Oriented Activities, Iowa State University Press, Ames, Iowa (03-0035-01-01)

Cooke, Fun-time Window Garden, Childrens Press Inc., (69-0060-02-01)

Green, The Kindergarten Arts and Crafts Book, T.S. Denison and Company, Inc., Minneapolis, (69-0022-01-02)

Plants (85-0009-02-01)

Animals (85-0009-08-01)

Farm Animals (85-0013-01-01)

A Trip to the Zoo (85-0024-08-01)

A Trip to the Farm (85-0024-01-01)

Zoo Animals (85-0033-04-01)

Each a picture-story study print set for use in story-telling, bulletin board displays, individual study, and creative story-telling experiences.